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EXAMINATIONS*

By

Mr. K. S. Vakil, M.Ed., F.R.G.S., I.E.S.

Educational Inspector, Southern Division, Dharwar, Bombay.

It is interesting to note how examinations came to be introduced in this country. The Government of India, in 1844, issued a resolution ordering that selection of candidates for employment in Government service should be made on the basis of their school and college attainments. This resolution led to the institution of public examinations for the determination of fitness of candidates for employment in Government service. The Bengal Council of Education, for instance, proposed that all persons whose names were inserted in the list of those qualified for Government service should have passed an examination requiring a close acquaintance with the works of Bacon, Johnson, Milton, and Shakespeare, a knowledge of ancient and modern history, and of the higher branches of Mathematical science, some insight into the elements of natural history, and the principles of moral philosophy and political economy, together with considerable facility of composition and the power of writing fluent and idiomatic English, an impromptu essay on any given subject of history, moral or political economy. This proposal was assented to by Government, though later, when in due course the matter was reported to the Court of Directors of the East India Company, they did not quite approve of the action taken in the matter. It appeared to them that the standard aimed at could only be attained by the students of Government Colleges and that therefore it virtually gave them a monopoly of public patronage. Nor were they disposed to regard a high degree of scholastic knowledge as constituting an essential qualification for the public service. To require only a moderate and practical knowledge of English with a thorough command of the Vernacular language and testimonials of regularity, steadiness, diligence, and good conduct, would have been, in their opinion, the best way to obtain the largest number of candidates competent to become useful officers in the different ranks of Revenue and Judicial Departments, though they did not deny that there might be some few appointments which it might have been desirable to bestow as rewards of greater proficiency in the higher branches of literature. These observations, however, were not attended to.

The institution of public examinations for admission to Government service was soon

followed by the creation of purely examining Universities, on the lines of the London University, at Calcutta, Bombay and Madras in 1857, "for the purpose of ascertaining, by means of examination, the persons who have acquired proficiency in different branches of Literature, Science and Art and of rewarding them by Academical Degrees as evidence of their respective attainments, and marks of honour proportioned thereto." The institution of University Examinations which qualified for employment in higher branches of the public service was, in due course of time, followed by the institution of several other public examinations of lower standards at lower stage of education, to test the qualifications of candidates for admission to the lower branches of the public service, so that we have now, in India, no education apart from examination. The character of the examinations at the end of primary and secondary courses determines the character of the matter and method of teaching in primary and secondary schools and the character of the various University Examinations determines the range and quality of instruction in Colleges. As the standard and type of questions set at these examinations do not generally vary very much, intelligent students and teachers easily foresee what kind of questions are likely to be set, and adapt their materials and methods of study and teaching accordingly.

An ordinary Matriculant has, in his progress from the Infant stage to the Matriculation, to pass through a number of weekly, monthly, quarterly, half-yearly and annual examinations, besides the Matriculation or Secondary School-leaving examination which is an external public examination. While the annual examinations are promotion examinations assessing the pupils' work for each school year or standard, the weekly, monthly, quarterly and half-yearly examinations are generally intended to test the progress of the pupils in their studies periodically during the course of each year or standard in each subject of instruction. Thus, during each week, each month, each quarter, each term or half-year, and each year of their life, the pupils are obsessed by the thought of examination. Thus placed, they naturally learn to care more for good show at the examinations so as to earn and maintain the good opinion of their teachers and parents than for the solid substance of education. So long as they contrive to do this and obtain success at the examinations from year to year, they are secure from blame and remain uninterfered with. The teachers too, are influenced likewise by the examinations in their attitude towards their work. As their pay and prospects of promotion, no less than their reputation as teachers, depend in a considerable measure on the percentage of passes obtained by their pupils at the examinations, they feel more concerned in securing as many passes at the examinations as possible than in maintaining or attaining a high standard of teaching.

In fact, all the evil effects of examinations on the pupil and the teacher described in the [1]Report of the Consultative Committee on Examinations in English Secondary Schools are observable in full measure in this country. They have a bad effect on the pupil's mind "(a) by setting a premium on the power of merely reproducing other people's ideas and other people's methods of presentment, thus diverting energy from the creative process; (b) by rewarding evanscent forms of knowledge; (c) by favouring a somewhat passive type of mind; (d) by giving an undue advantage to those, who, in answering questions on paper, can cleverly make the best use of, perhaps, slender attainments; (e) by inducing the pupil, in his preparation for an examination, to aim rather at absorbing information imparted to him by the teacher than at forming an independent judgment upon the subjects in which he receives instruction; and (f) by stimulating a competitive (and, at its worst,

a mrecenary) spirit in the acquisition of knowledge". They have a bad effect on the teacher (a) in so far as they constrain him to watch the examiner's foibles and to note his idiosyncracies (or the tradition of the examination) in order that he may arm his pupils with the kind of knowledge required for dealing successfully with the questions that will probably be put to them; (b) in so far as they limit the freedom of the teacher in choosing the way in which he shall treat his subject; (c) in so far as they encourage him to take upon himself work which had better be left to the largely unaided efforts of his pupils, causing him to impart information to them in too digested a form or to select for them groups of facts or aspects of the subject which each pupil should properly be left to collect or envisage for himself; (d) in so far as they predispose the teacher to overvalue among his pupils that type of mental development which secures success in examinations; (e) in so far as they make it the teacher's interest to excel in the purely examinable side of his professional work; and divert his attention from those parts of education which cannot be tested by the process of examination.

The influence of examinations on the Government departments of public instruction and the universities is not less pernicious. They, too, view education from no other or wider standpoint, and frame courses of education in terms of standards of examination, examination regulations, and examination text-books.

Where the examination system has thus developed into a vast machine of which those who operate it have become the "slaves rather than the masters",[2] schools and colleges must degenerate into cramming institutions and teachers into crammers.

Unquestionably examinations owe their dominating influence over education to the value attached to them by the authorities as means of determining the relative qualifications of candidates for employment in the public service. They have attained to this undue and overwhelming importance in the estimation of public since the date of the Government of India Resolution of 1844 which ordered selection of candidates for employment in Government service on the basis of their school and college attainments. The ideal of 'education for Government service' has since grown and obtained firm hold on the minds of the people.

Until the direct connection which examinations have thus established between education and Government service is destroyed, there appears to be little prospect of any very solid reform of education.

The first step in the direction of educational reform in this country appears therefore to lie in dissociating education from its present connection with public service. For this purpose, the issue of a Government of India resolution and its distribution broadcast in different vernaculars appear to be necessary, declaring that school or university education by itself will no longer be held to qualify those who have received it for employment in any particular branches of the public service but that certain other special qualifications needed for each different branch of the public service will be required of the candidates for employment in each branch of the service. For filling vacancies in Government service, Government may invite applications from candidates for appointment thereto, stating the general and special educational qualifications required for each individual post and make selection from amongst the applicants according to merit through special district, divisional, provincial "Appointment Boards" set up for the purpose.

The next step in the direction of educational reform lies in (i) abolishing all formal weekly, monthly or quarterly examinations, wherever they are held; (ii) abolish-

ing altogether the system of annual promotion examination of primary and secondary school pupils standard by standard by external supervising or inspecting officers, wherever it still exists, and instituting therefor a system of term examinations and promotions and entrusting its operation to heads of schools concerned, subject to occasional audit by supervising or inspecting officers (iii) empowering heads of primary and secondary schools to award primary and secondary school-leaving certificates to pupils who have satisfactorily completed their primary and secondary school studies; and (iv). empowering heads of secondary schools and colleges to hold entrance examinations in the subjects of primary and secondary school study for candidates desirous of availing themselves of secondary and collegiate education and admit, according to merit, only those for whom there is accommodation in their school or college.

Thus, while teachers of primary and secondary schools would be freed from the dominating influence of external school leaving examinations, heads of secondary schools and colleges would be left free and unfettered to hold entrance examinations for the selection of suitable recruits for their own institutions.

During the collegiate course, there need not be more than one examination, viz., that for the Bachelor's Degree at the end of the course. Further, while the students might still be required to study the subjects at present prescribed for the Intermediate and Bachelor's Degree examinations during the period of their collegiate study, they might be left free to appear for examination in any of these subjects in any year of the course, subject to the proviso that the Bachelor's Degree would be conferred on them on passing in all the prescribed subjects and at the end of the prescribed period of college study.

The third step in the direction of educational reform appears to be to provide in the course prescribed for school and college study for wide variety and ample freedom to students to choose subjects suited to their own mental and manual aptitude.

Drastic measures, such as those indicated above appear to be necessary for the reform of the present examination system which has eaten through the vitals of education in this country.

It may be noted that the substitution of new-type or objective examinations for the present old-type or subjective examinations in schools or the adoption of the American "accrediting" system has not been suggested above, for it appears to be premature to do so with the present low quality of our primary and secondary school teachers.

* (This was received too late for publication in the last number).

[1]pp. 102 and 103

[2]Report of the Calcutta University Commission Vol. 1, pp. 266, 267.

HEALTH EDUCATION

THE ROLE OF THE TEACHER, THE PARENT AND THE MEDICAL INSPECTOR

BY

MR. T. N. S. RAGHAVACHARI, B.A.,

Senior Bacteriologist, Public Health section, King Institute, Guindy.

What is health? The best of dictionaries gives us a negative definition such as "freedom from disease". This definition is, to my mind, very unsatisfactory. Of all the various definitions I have come across, I prize the one given by Dr. Williams of the Columbia University. "Health is that quality of life which renders an individual fit to live most and serve best". From this viewpoint alone, it would be possible to have a proper vision of the wide field covered by health education. Health education has been defined by Dr. Wood of Columbia, as the "sum total of the experiences which impinge on the child night and day, twenty-four hours a day, and which favourably influence the development of habits, attitudes and knowledge with relation to personal health, community health, racial health". Now you see that health education is not a simple thing by any means. It is a subject as broad as life itself.

The health of the school child became a public question in most of the western countries even 50 years ago. In the University of Budapest, Hungary, the first course for training teachers of hygiene and school physician was established in 1885. School hygiene service in Greece was inaugurated in 1911 as part of the Ministry of Religion and Public Instruction. By the end of 1927, Japan could boast of 92% of their primary and 90% of their colleges, secondary and technical schools having a sound system of medical inspection and correction of physical defects. This has been possible in Japan within a period of less than ten years. King Edward VII appointed a Royal Commission in 1902 (while the South African war was still in progress) to inquire into the physical education of the children attending the schools. This Commission as a result of a careful investigation, was able to explode the common belief that the health of the school children or the healthiness of schools might be taken for granted as perfect. The report of this Commission was supplemented in 1903 by the report of the Committee on physical deterioration. Within three years of the passing of the Education Act in 1908, based on this latter report, complete systems of medical inspection were established. They are known to be functioning splendidly well. This system, be it remembered, was brought into vogue by Parliament at a single stroke. It was not made to pass through a *"voluntary"* period. Subsequent improvements introduced by various amending acts between 1908 and 1913, placed the system on a firm basis; the Parliament, realising the fundamental importance of national health amongst the future citizens, decided to leave nothing to chance and established a national official system. The normal training colleges in Great Britain have instituted during the past twenty-three years a regular course of training in personal and school hygiene and employed special medical officers to impart instruction. Every teacher passing through the normal training colleges during these twenty-three years and more, has had a course of seventy lectures and demonstrations, as well as practical experience in examining children for eyes, ears, glands, postures, etc., all that a lay person could properly observe. In this course, was also included special physical training for the teachers themselves, with the result that a sys-

tematic knowledge of the problems involved in school medical examination and also of the problems of physical education was established in their minds, enabling them to co-operate in general and in detail with the school medical inspectors. In these 23 years, all difficulties have been surmounted, mainly as a result of the great and abiding enthusiasm evinced by the teachers, who received an ample measure of co-operation from the parents.

In the Czecho-Slovakian republic, considerable headway has been made in this direction mainly with the help of the local Junior Red Cross. In this republic, the Red Cross exploited very successfully the inherent craze in the people of the land for theatrical performances. Dr. Driml, the popular health education specialist of that republic, has produced a whole series of health dramas in rhyme and prose which have profoundly influenced the spread of healthful and hygiene habits amongst the people. His health farces for children and grownups and his plays on general hygiene, nutrition, physical education, swimming, alcohol and rabies are presented in schools and public theatres several 100 times a year. Finland and Estonia are also making rapid strides in this direction. By an enactment made in October 1928 the Ministry of Education in Chili (S. A.) invested the general department of health with unlimited powers to carry out an intensive school health programme. Needless to add that the U. S. A. has progressed far ahead of any other nation in this matter. Canada, Poland, Austria, Germany, Belgium, the Irish Free State have all got at the present day very efficient systems of health education. The success that has attended the efforts of the State and of private enterprise in all these countries must be attributed almost entirely to the devotion and enthusiasm of the teachers and to their very noble qualities of human character, essential for the success of such endeavours viz.,—friendliness, scientific honesty, frankness, sympathy, modesty, unselfishness, sincerity and democracy.

Very little headway can be made in Public Health work unless every individual acquires a certain number of hygienic habits which serve as a safeguard to his own health as well as that of his neighbour. The problem of health education is therefore to determine how the individual can be made to develop the habits. There is little or no hope of success in attempting to convert grownups or to instil in them, new habits of healthy and hygienic living. Improvements in this direction can be attempted by legislative enactments and enforcements of laws, but they are fraught with danger and even disaster. On the other hand, if we concentrated on the coming generation our hopes will be justified. The mind of the child is virgin soil without any deeply ingrained prejudices to combat or superstitions and habits born of ignorance to overcome. Unfortunately in India, health has so far been neglected or in the few isolated cases where a feeble attempt has been made, it has been assigned a place of very minor importance in the school curriculum. The elements of hygiene, as taught in some schools leave but little impression on the child. Its acquisition is considered merely one more task set at school. And what has the study of hygiene from books in our own land done to improve the health of the grownup schoolboy? Tagore says "we rob the child of his earth to teach him geography, of language to teach him grammar. His hunger is for the epic but he is supplied with chronicles of facts and dates. He was born in the human world, but he is banished into the world of living gramaphones to expiate for the original sin of being born in ignorance". I might just as truly say "we rob a child of his health to teach him hygiene" (in the way that it is being taught). Genuine health education must and can be made attractive. Health can even become the object of the keenest competition.

Without the inculcation of health habits the acquisition of a theoretical knowledge of hygiene can have no value. It is quite possible for a child to be familiar with and even to repeat all the rules of hygiene without ever putting a single one into practice. By means of repeated action and the daily application of health rules in the class room and at home *alone*, can the child acquire good health habits. There remains, therefore, to be found the necessary stimulus which will incite the child to action and create in him a desire to improve and safeguard his health —a desire which will naturally lead him from the realm of theory to that of practice. This stimulus can be had only from the proper teacher of health. In general, it may be said that the school's contribution to the health training of the child has been the most neglected element in our school health programme. The information on health that is being given is usually negative in representation and often totally inadequate. Systematic programmes for habits and attitude formation have not been undertaken. A basic factor in determining the habits of mankind, is always the opinion of one's social equals, as to what is correct procedure in daily life. The development of public opinion in the class room in support of correct habits of living constitutes a force for habit formation. The school cannot supplant the home in health training but it can and should support and supplement it. The promotion of correct health habits through sound pedagogic and educational methods in the school room is the responsibility of every school sysetm.

School systems may be administered and curricula formulated by all experts available but the whole machinery exists for the child alone, and whatever education he is to receive must be transmitted to him by a teacher. Changes in education usually come slowly and *very much so in our land.* New theories and new methods are usually thought out by the administrative side, formulated in a curriculum and issued to teachers for being inoculated into the children. This very logical process fails to take into account the attitudes of teacher or child. This reminds me of a description given by one of my professors at the Madras Christian College, of the lecture method that the ideas propounded never stick in any one's mind. Words flow from the lips of the lecturer down the pens of the students, trickle from the penpoints to the paper and then are neatly given back to the instructor on the examination answer papers! Scientific courses of study may be constructed by the authorities but let me assure you that what reaches the child is *always and only the* teacher's interpretation of the course of study. Alas! the difference between a curriculum on paper and a curriculum in the hearts and minds and wills of children!

I believe, that the development of the health education movement in the United States of America is very unique, because it started the other way around. It was launched, *not* after formulation on paper, *but*, by a *direct appeal* to children and teachers. And it was done in this very unorthodox way, because I fancy, it was planned by *other than* pedagogues. The originators of the movement did not base their appeal on the principles of behaviouristic psychology but the principles were inherent in its methods. Given adequate knowledge, all human actions admit of analysis into stimulus and response and the ability to predict them with any certainty depends on an exhaustive study of behaviour in that light. As an eminent behaviourist expresses it, "The new psychology of behaviour tells us that the only successful way by which we can educate or reform is, through the desires, needs, and interests of the individual." The Child's Health Organization of America, besides making direct appeals to the children, through Cho-Cho, their health fairy, enlisted the sympathy and interest of the teachers, by providing them with delightful li-

terature. It was recognised, of course, that teachers were comparatively poorly paid, and already burdened with large classes. Further they had an already overcrowded curriculum of studies to get through. If 'teaching Health' were added on as an additional item, the task would not be undertaken cheerfully, would be carried out in a perfunctory manner and the spirit of health education would be wholly lost. Attitudes and mental health must always be bound up with the true concept of health education and so the first literature issued by Child Health Organization, contained admirably illustrated rhymes and stories. Teachers naturally soon became interested in the physical condition of the pupils, particularly as they had before them a thoroughly practical and efficient plan, outlined in the now famous eight health rules to be practised by the children, and also in recording the weights and heights of the children, as an index of their physical condition. Herein lay the unique character of the movement.

A teacher was recognised as the all important person in helping children to practise the rules of the game. In his small sphere in the class-room, the teacher exerts a peculiar authority. His rule must be absolute or he would never survive. Children easily recognise this power and authority. It is common knowledge that we parents often receive rude shocks by being ignored by our young children who quote to us "My teacher says so and so" and assume a defiant mood. The authority of parent seems then to totter on its throne.

A complete health programme should therefore, include in its scope both home and school. The home lends itself to the continuous practice of all the health habits initiated in the class room. We all know that frequent repetition is a rule of habit formation. But custom often grows stale without change and variation. The school supplies the stimulation of class-spirit. The approval of teacher and children gives the sanction of society. Suitable health instruction in the school-room has been able to modify even the caprices and dislikes exhibited by some children for particular health-giving foods such as milk, spinach, cod-liver oil, etc. An enthusiast in health education can impress on the little children the kinds of food that make them grow. This will eventually result in the rapid conversion of dislikes into likes.

The Health Education movement in America, is helping the teachers to place emphasis upon *'what we know, what children do'* rather on *'what we think, children know'*. This is true character education. No feature of education that is important to the welfare of the children should therefore, be relegated to the chance interest of the teacher. Courses of study in health education mean that thousands of children will be given their first opportunities to build healthy bodies. The significance of healthy bodies and alert minds to the life of the nation cannot be over-estimated. The health of the child is the strength of the nation. You will now realise how the teacher and his kingdom find their place in the scheme of things. As the poet said:—

"These young lives,
Building, equipping like a fleet of ships, immortal ships,
Soon to sail out over the measurless seas,
On the soul's voyage.
Only a lot of boys and girls?
Only the tiresome spelling, writing, ciphering classes?
Only a public school?
Ah, no.
. . . .
Ah! more, infinitely more;
Cast you the real reckoning for your present
The lights and shadows of your future, good or evil?
The *girlhood, boyhood look, teacher and and the school.*

THE PARENT AND MEDICAL INSPECTOR.

Attempts at health education and social adjustment are liable to fail if there is a gross lack of intelligence in the home. It will be futile for example, to attempt to raise the economic status of a family, by doling out charity systematically if there is not the required intelligence in the home, to make judicious use of the material help so provided. The same is equally true of health education.

The physical condition of children is largely an index either of the degree of intelligence in their home or of the adequacy of the domestic income or usually of both. The child's progress *towards* health or *away from* it can safely be used to measure the need either for material relief or for instruction in the rearing and care of child or both. I am very much interested in this subject from the standpoint of one eagerly longing to see that parent associations are formed in our land, in which work lies the greatest hope for the advancement of child health and for the creation of a robust Indian boyhood. While poverty, which is vaunted on all platforms as the root cause of all ills, may be a factor rendering adjustments difficult; poverty of itself is not the main thing and in fact not even principal cause of unhealthy children. In our country, the lack of understanding in respect of child training and habit formation is shared by all classes rich and poor alike. Besides lack of understanding the well-to-do classes are also guilty of culpable neglect in that they feel completely absolved of all their liabilities and duties to their children, the moment they have arranged for private tuition or governess management. They are not to be blamed entirely for this state of affairs. Unfortunately the training that they have received in their early days, both at home and at school, did not include suitable training for the business and profession of wise parenthood. It is most essential, therefore, that our schools and colleges should immediately arrange for the inclusion of definite units towards this end. The wise father must combine the qualities of parent, teacher, nurse, physician, confessor and playmate. The good mother must at times be physician or surgeon, or nurse, and must always be a nutritionist, and always a teacher, her teaching must be directed to the moral and religious development of the child.. No one is better fitted than the Indian mother to develop this side of the child's faculty because the average Indian mother is well-equipped with sufficient information and culture derived from our ancient epics and puranas transmitted from generation to generation by word of mouth. It is too late in the day for me to say that our great epics are brimful of extraordinarily good things for the training of the cultural and æsthetic side of our children's minds. But I am deeply grieved to see that there is a growing neglect on the part of our young children in this direction. The stories of the Ramayana and Mahabharatha do not appear to fascinate them to the same extent that they fascinated the preceding generations. The first step in a successful programme of health training, to my mind, appears therefore to be the inculcation at home by the parents of proper knowledge and correct attitudes based on the lives of the heroes of the two great Indian epics. Every student will freely quote if called upon to do so, the following lines:—

"Lives of great men all remind us,
We can make our lives sublime,
And departing leave behind us,
Foot-prints on the sands of Time."

But as they quote, do they realise that the lives of their own great departed heroes afford valuable and abiding instances of valour, health and all other virtues necessary for leaving footprints which have lasted through generations?

To be able to achieve results of value, I said at the beginning that the great business and profession of wise parenthood needs to

be trained for. Parents need in the first place to know what a normal child is, what he looks like, and how he acts. They need to know the physical and mental characteristics of the normal child. They can then *alone* recognise departures from the normal, as being signs that call for the help of the proper persons trained to diagnose and advise. Parents should know the standards of normal growth and must realise that failure to achieve this, is a condition calling for prompt attention and remedy. They need also to know, how (barring irremediable conditions) the normal may be achieved. Correct facts on diet, sleep and exercise required for their children should be gathered and applied in daily practice. Above all, they should recognise those factors which largely influence the mental and emotional make-up of the child. If the parent does not know these things, there can be little hope of building for stability and balance, because the daily happenings, the regularities and irregularities, the attitudes of the parent towards the child and towards each other all exert a very tremendous influence in the earliest years. For example, a child in a well-to-do family provided with plenty of food, milk and every other requisite for a good and wholesome diet, may have to consume these in an atmosphere so full of constant fault-finding and strain, that he has absolutely no chance of deriving, from the rich and proper food provided, that or any measure of health, otherwise derivable.

Parents need to master the correct facts in regard to the prevention of contagion, not merely to protect their own children but in order, especially, to develop the right attitude towards community health. They need to know what constitutes a healthful environment, one calculated to help to promote normal childhood, and what constitutes a healthful daily programme for the growing child.

In this connection, I cannot help urging with all the force I can command, the pressing need for securing the presence of the parent at the medical inspection. It forms part of the parent's education, in learning what a normal child is and what constitutes departures from the normal. It seems to me very important that the examination of the very young children which is now missed out—as elementary schools are not within the purview of the new system—be immediately taken up and promoted in order that the parent's attitude may be set right very early in the child's life, i.e., before incorrect habits and attitudes have become established. It appears to me also very necessary that, in the medical inspection of schools, the physician examining should learn to interest himself in the normal rather than in the abnormal and regard the defects as the departures from the normal. He will then take time and pains to point out to the parent the importance of regularity in the daily programme and the relation of diet to the physical condition of the child. A physician who mentions lack of sleep or milk or exercise in the diagnosis and gives good advice on these points to the parent, is in truth the greatest health educator and benefactor of child health.

In order to stimulate interest in the characteristics of the normal child, Dr. Caroline Hedger has developed a "Score card for parents on the condition of their children". This card lists the essential characteristics of the normal child at different ages and provides for a score for the parent, based on the condition of the children thus judged.

The weight record is yet another means at our disposal for the education of parents and one which even the school teacher *alone* can maintain and evoke interest in the parents with. It will be productive of great good if rightly used. The progress of the child in weight and height, regularly reported with a proper interpretation of their correct values, often provides an excellent stimulus to better home conditions, the securing promptly of doctor's advice when such

is indicated and the early correction of defects noticed.

Parent's education, especially in India, is easier to talk about than to accomplish but indeed there are innumerable opportunities. Organization is very desirable but *not* absolutely essential. The teacher who sees the vision of a co-ordinated school and home working together harmoniously, and who has an understanding of the psychology involved in bringing this about, can in apparently casual encounters with parents, promote the health programme in some of its essential features. Reports and literature can be made to find their way into the homes. Periodical visits of the parent to the school for other purposes than health, can be utilised to further his interest in the health programme. Nevertheless, the hope of extending on a broad scale the education of parents in respect of the standards outlined lies in the organization of parent associations at as early an opportunity as possible.

One of the most significant developments in America during the past decade, is the organization of parent groups under the "National Congress of Parents and Teachers". This movement has made such enormous strides that at the present day, its membership in good standing exceeds 1,000,000. This institution is made up of State organizations, which in turn, comprise local groups. I have not heard or read of any more democratic institution than this Congress, for in it are associated parents from the most affluent and from the most indigent groups of the population. Membership is rendered widely possible through the very low nominal subscriptions in vogue. All the groups have a common purpose viz.,—the furthering of the welfare of the growing child. In a similar wide-spread net-work of parent associations spread all over the province lies the one and only hope of educating our Indian parents and securing the creation of a more robust and virile Indian boyhood and Indian girlhood. These associations also form the only fit avenues through which thousands may be reached.

If the vast majority of the children are to be kept well or made well, it must doubtless be done in their homes. The building up of a sane, stable emotional life requires that a child shall live and breathe and be nurtured and play in a home where simple wholesome childhood is understood and fostered.

Let us hope that our school systems will, beforelong, include in their educational programmes adequate preparation for the great undertaking of wise parenthood. In the meantime for the sake of the children of today, may we not hope that there will be more conscious, sustained and organised effort on the part of the health organizations—I here include the public health and education departments of Government—and schools to bridge the gap that now separates their work from the practices in the home, by promoting parents' associations that will be the only suitable and satisfactory avenues for parent education.

THE ROLE OF THE MEDICAL INSPECTOR :

The system of medical inspection of schools which has been in vogue in our Presidency during the past five years has only been applied to secondary schools and colleges. As I have already pointed out elsewhere in this paper, it has begun at the wrong end. To be productive of good results, the very youngest of the children should be tackled first, for the young ones in the elementary schools are in the most impressionable period of their lives and readily respond to any and every impulse and stimulus. While the grown-ups in the secondary and collegiate courses have by long usage formed incorrect habits and attitudes, which are too difficult of being easily shed

in favour of correct modes of living. Further, the present system of medical inspection is not thorough and under existing conditions cannot be expected to be any better. If it is to be of any value, the examination should be a very thorough one, in which the child is brought before the doctor, the parent is present and consults with the doctor concerning the child's physical condition and what can be done to modify the child's health regime, in order to develop his maximum physical and mental powers. Not only the parent but also the class teacher should be present at this examination, for, the latter is the foster parent of the child. He is in a better position than the father to study the child temperamentally and physically. A complete health examination therefore, means a health inventory taken by the doctor in the presence of the parent and class teacher, to whom the missing or damaged items are pointed out with a view to their being supplied or remedied forthwith. The results of the examination should be used, as the basis of a suitable health programme individualised for each child. It may be that the child is a somewhat delicate one, needing special periods of rest even at school, or it may be that the child evidently needs more active exercise and more out-door recreation. Or even perhaps, he is found to be developing unsocial attitudes of introversion. In such cases it is the duty of the school doctor to point out the special defects, and it is the duty of the parent and the teacher to work together, to adjust the child's regime. The nation-wide and carefully standardized system of school medical inspection in Great Britain is a most wonderful and a most successful institution. Many of our schools in India are very poor and some are however affluent. It must be the endeavour of all thinking men to take immediate steps to form themselves into parent associations and introduce the standard practice of school medical inspection into our schools without any delay.

THE DUTIES OF THE SCHOOL DOCTOR:

In the western countries and in America, the school physician is entrusted with the hygiene of the school building, its surroundings, furnishings, equipment, ventilation, heating, and lighting, cleaning and general conservancy. He is also in charge of the arrangements for the provision of a pure water-supply to the children. He also examines the health of the children periodically, diagnoses the cause of defects and suggests remedial measures. His examination is thorough and always includes heart, lungs spine, glands, *teeth, mouth, throat, tonsils*, eyes, ears, hair and skin, cleanliness of the body, general development, evidence of anæmia and rickets, speech defects, and the physical state and nervous system of the pupil. Accurate records of his observations under each of the above headings are maintained. Improvements and corrections are noted against each item, as they are noticed at subsequent examinations. Special attention is paid to the sight of pupils, who assume bad postures while they write and draw. The school physician gives in addition, instruction to the teachers in hygiene, physiology, etc., by way of refresher courses. He assists the physical education staff by suggesting suitable items of graduated exercises for individual children. Thus he is a more or less full-timed officer attached to each school. He is allowed private practice within certain very well-defined limits. From the above description, it is manifest that an efficient school medical service should embrace all necessary arrangements for the supervision of health, cleanliness, nutrition and physical upbringing of *each* child, and should provide for a periodical medical inspection of a thorough kind.

CORRECTION OF DEFECTS:

The system in vogue in the west, need not detain us here, for, we have not reached that amount of perfection in our voluntary health organizations, that characterizes those in the

west. The follow-up scheme of the west which is taken up by the school nurse and the other voluntary health agencies, is not existent here and it will take years, before such a scheme can be adopted. But, I have always sincerely felt that the great facilities that do exist in the bigger cities have not been availed of, to any extent by our school authorities. Taking the city of Madras for instance, there are ample facilities for expert diagnosis of defects and their specialised treatment at the State-owned hospitals which have been equipped with all that is latest and best in modern medical, surgical and X-ray treatments. These hospitals offer free treatment and advice. The Superintendents of all these hospitals, I know, are very keenly and genuinely interested in the promotion of child-health and in health propaganda generally. The medical and more particularly the public health departments of Government are anxious to promote the health of the people and of the children in particular. The State hospitals in our city will therefore, be only too glad to undertake the work of correcting defects in the school children. If the Headmasters of schools will only arrange to get into touch with the parents of the defective children and offer to get them attended to by experts at no great cost to them, and if they then request the Superintendents of the State hospitals to help in the matter, I am certain that a definite step forward would have been taken in child-health promotion. The mofussil schools would then follow the lead given by the metropolis. The South India Teachers' Union would *then* be able to circularise and evoke the necessary interest in the mofussil schools. This naturally leads me on to the question of financing the new scheme. My answer is:—Instead of the half-yearly levy at present made of 4 or 6 annas from each child for medical inspection a monthly levy of the same or a smaller amount (2 to 4 annas) may be made. This will not sit heavily on the parent, especially because of the valuable return it will bring him in the shape of added health to his child. It will also lighten his worries and lessen considerably the large expenditure he would have to face, if he were to get the defects rectified at his own cost in his own home. Till such a system is introduced and till the very young children are brought under the scheme of medical inspection, I am afraid the present system of medical inspection *alone* and that applied to the grown-ups *alone*, is an altogether valueless and uneconomic proposition. For, I know that defects pointed out to the parents under the present system are not remedied even in 25% of the cases.

I believe, the present system has been in vogue for nearly five years now. A large volume of useful data must have accumulated in schools. These have probably also been communicated to the Department of Public Instruction. I do not know to what extent, these data have been collated and utilised in the direction of framing improved methods. In this connection I wish to say that the Research Institute of Physical Education in Japan has prepared, from the medical inspection cards, a suitable monthly height-weight-age table for Japanese children 6 to 18 years of age similar to the Wood-Baldwin tables for American children. Has anything similar been attempted here? And is it not time that something were attempted in this direction at once? I think, it was the intention of the Public Health Department of our Province to collect data on this subject with a view to framing a suitable height-weight-age chart for Indian children. until we have a chart for normal heights and weights for all ages of school children, it will not be possible to detect departures from the normal.

AIDS TO MEDICAL INSPECTION IN SCHOOLS

BY

MR. K. VEDANTA DESIKAN, B.A., L.T.,

Headmaster, R. R. H. School, Madras.

"How shall we improve the health of our pupils?" is one of the vital problems of the teachers of to-day. The children are our priceless possessions and we as custodians of the country's citizens of to-morrow deem it our sacred task to think out what factors have contributed and continue to contribute to the increasing deterioration of the physique of our pupils and how far we can successfully combat the sources of ill health. More than quarter of a century ago, came the clarion call of that great patriot of patriots, that great national enthusiast Swami Vivekananda, asking us all to rise from slavery and ignorance, born of ill-health and fostered by cowardice. He clamoured for an education that would make us better men and worthier sons of our mother country. He wanted a man-making education, an education that would give us Herculean strength and heroic intellect. The playground to him was more sacred than the closet and his gospel was the gospel of the foot-ball in one hand and the Gita in the other. The meteor has disappeared, the clouds have gathered thick and fast, and his gospel remains untaught and unhonoured.

The causes for the ill-health of our pupils seem to be many. Perhaps, the cumbrous curricula of studies, the intense poverty of many of the children, the hours of school work, the strain of the examinations, the negligence of hygienic principles in our daily life, lack of ample provision for varied physical activities, all these, each in its own measure, small or great, contribute to the accumulated results of sapping the vitality of the younger generation. I shall now mention how far some of these evils can be remedied and what is being done in the Ramakrishna Residential School in this direction.

The poverty of many of our boys is the root of many troubles. The sympathetic teacher will find that inattention, drowsiness, lack of quick grasp are due to semi-starvation and domestic worries in the case of a large number of boys. The poor parents will find it difficult to give even two meals a day to the children, the menu of each meal comprising cooked rice and rasam. The problem of nutrition is utterly disregarded in poor families as something beyond their reach. Our Students' Home is an institution intended mostly for poor boys and thanks to the efforts of the management, their beneficience has brought a real blessing to hundreds of children. The Secretary, Rao Sahib C. Ramaswami Iyengar in the light of his own experience and on the advice of expert medical men, has taken all possible care to provide nourishing food to all the inmates of the Home. An analysis of the weight charts, a specimen page of which is given in Appendix A, reveals that many children, coming from poor families do not have the necessary weight for their age. After admission, the standard of weight for the age attains considerable improvement and the boys put more cheerfulness, activity and enthusiasm into their work. The formal medical inspection at the beginning of the school year helps a great deal in pointing out such cases of malnutrition that deserve our best attention. A progress book

is maintained for each boarder and this tells us along with other details his physical activities and exercises, the games that he plays and the progress of his health. The house master or the wardmaster in charge of the boys carefully records all the details about the pupil's life in his progress book and if any decrease in weight or illness in the course of the month is noticed, medical advice is sought for and necessary help rendered to him.

The task of the teacher and the parent is two-fold, in the matter of obtaining and preserving good health for the children. As the adage goes, "Prevention is better than cure". We have to present to the boys the essential rules of hygienic life in and outside the school, and insist on such principles being followed. The other and secondary part of our task has to be fulfilled with the help of medical advice, i.e., attending to those who have been found to possess certain defects. Regarding the first part of the task the sanitary condition of the school in general and the class rooms in particular helps us largely in our efforts to secure better health for the boys. A tidy class room with spacious accommodation, with plenty of air blowing into the rooms, with ample light, an open-air class under the shadow of cool tree, and good sanitary conditions free from the accumulation of dirt and rubbish and immune from disease, a wholesome atmosphere void of the din and dash of city's busy life have always been the cherished ambition of the teacher. The writer is now reminded of a school in North America mentioned by the Principal of the Institution in the course of his visit to the Students' Home. The school there is situated in a country part and the boys go away from the cities to the country school so that the whole day-time may be spent in a place free from the dirt and the diseases of the congested urban areas. The school session is said to commence at 8 a.m. and end at 11 a.m. The boys have their mid-day meal at the school on payment of charges and rest awhile after food. The after-noon session lasts from 2 p.m. to 4 p.m. and then they have their games till 5 or 5-30 p.m. There is a special bus service of the school to take the children to and from the school. A country school of this kind will be a blessing to the boys who have to live in congested quarters of the city. In our Residential School there is a small group of boys entrusted with the duty of keeping the school in good sanitary condition. They see to the cleanliness of the verandahs, remove paper bits carelessly thrown away by anybody. sweep the class rooms in turn and ask the other boys to do the same, keep the halls free from any kind of scribbling, prevent boys from passing urine outside the urinals, clean the school water-pot every day and fill it up with fresh well-boiled water, dust the school furniture, and apply Phenyl to the drain running round the school. It gives great pleasure to the teacher to see that the boys organise themselves and carry them out with fervent devotion in a spirit of service. It has been well said that "Whatever you want to put into the life of the NATION, put it into the SCHOOLS."

The sanitary regulations and health maxims when clearly understood by the pupils and faithfully followed by them would go a long way in the matter of creating and preserving a healthier environment about us. In this connexion we should express our gratefulness to the Health Association of the city, under whose auspices several health lectures were given in the schools on a number of instructive and interesting subjects, such as 'The care of the teeth', 'How to be Healthy', 'Cholera', 'Hookworm', etc. A few lantern lectures of this kind are arranged here every year pointing out the methods of possessing good health and of preventing diseases. The following commandments of a great doctor may be presented to the boys to make our task easy:—

1. Thou shalt not throw thy rubbish and refuse in the street.

2. Thou shalt keep thy backyard, rooms, latrine, kitchen, urinals and drains clean and unclogged.

3. Thou shalt not kill thy neighbour by poisoning the air with careless smoking, coughing and sneezing.

4. Thou shalt shun the wicked fly, the treacherous rat, the teasing mosquitto, and the turbulant bug.

5. Thou shalt not spit, cleanse the nose, and pass urine thoughtlessly anywhere.

6. Thou shalt look bright and spread health, joy and love.

7. Thou shalt keep thy windows open day and night and utilise all the air and sunshine.

8. Thou shalt not say an unkind thing about any one, whether true or untrue. False, fiery, and filthy words are more dangerous than fire, floods, epidemics, and earthquakes.

The Rules put in a nut-shell: What we expect our boys to do in and outside the School.

Personal hygiene is equally important. Cleanliness of the body and the mind, daily baths, regular habits, having our meals at regular intervals, putting on a simple and clean clothing, keeping the skin and teeth clean, are small but important details which especially need to be told to the boys every now and then. Under the Residential scheme the parents' task is done by the ward-master and the warden who pay attention to the following details. The daily routine is well drawn up so as to provide for the boys sufficient time for bath, food, play, work and rest at stated hours..

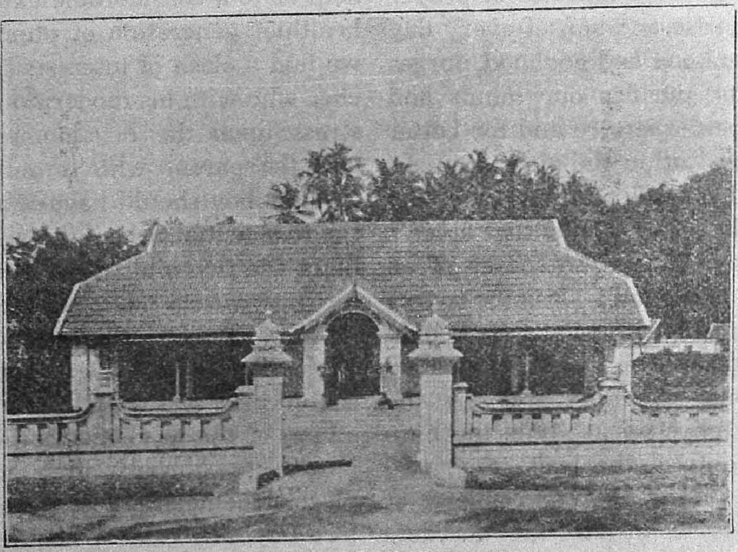
The forenoon session of the school commences at 9-30 a m., 45 minutes after breakfast and ends at 12-40 p.m. The afternoon session lasts from 1-45 to 4-5 p.m. Every class has manual training class on two afternoons a week. The younger boys are not permitted to read at night and the boys of the High School classes are advised to go to sleep at 9 p.m. Facilities are offered for the boys to finish their individual and home-work in the school itself, so that they may not have long hours of intellectual work in the mornings and at nights, in addition to such work in the classes.

The following are some of the details to which the attention of the boys is drawn frequently. (1) Daily bath, (2) cleaning the teeth every day, (3) washing hands before eating, (4) eating slowly, chewing thoroughly, (5) evacuate thoroughly and regularly, (6) keeping the skin clean, (7) regular exercise every day, (8) drinking pure water—hot water cooled, (9) temperance, (10) thinking of noble ideas and ideals, (11) attempting to live up to the life of a true Bramacharin. The Secretary with his single-minded devotion to the cause of service to children issues instructions to the masters as often as desirable regarding the observances of the essential hygienic principles and others of a like nature. Strict adherence to the rule of sanitation and hygiene has enabled us to offer facilities for the healthy growth and development of the children entrusted to our care (Apppendix B shows the number of those falling sick year by year. This is a guidance for the succeeding years to be more alert in fighting down the diseases. Appendix C shows the percentage of boys who fell sick in 1930-31). The other part of our task in the matter of preserving the boys' health is to attend to their physical defects when they are pointed out by the doctors. The medical inspection of the school has been made to be of real use to the boys. But even before the introduction of medical inspection by the Department of Education, the authorities of the R. S. Home have secured the services of a qualified medical practitioner who visits the Home every day. The departmental provision has come as an encouragement to carry on our task with greater enthusiasm. The ideal condi-

tions will be, provided finance permits, that every school should own a doctor on its staff as it owns a physical instructor or a science master. In the Home, the Home doctor examines all the boys newly admitted every year, and gives necessary directions for improving their physique. Another great service of the Home is that prompt attention is paid to all the important cases mentioned in the medical inspection report every year. Skin diseases, growth of tonsils, adenoids, defective vision, heart trouble, malnutrition, anaemia, are some of the common defects pointed out in the case of about 20 per cent of the boys. Expert medical aid was sought for in all these cases either in the General Hospital where the tonsil operations were done or in the Opthalmic Hospital where the defective vision was corrected or at the hands of private practitioners. There is a small dispensary attached to the Home where the ordinary ailments are attended to. The dispensary records tell us the particular nature of the diseases to which the boys are pre-disposed in the different seasons of the year, so that the teacher in charge of the medical ward and sanitation takes all precautions. It is due to such precautionary measures that the boarders are saved from the seasonal diseases of the city of Madras. Whenever any case of infectious disease is observed, the patient is at once isolated and given proper treatment. In general it may be remarked that even ordinary ailments which will be neglected elsewhere, and may become serious and chronic are immediately attended to and expert medical advice is sought for at the early stage.

The management are also alive to the fact that regular physical exercise is essential for a healthy growth of the boys. Provision is made for regular exercise in the mornings and for games and play in the evenings. The Secretary directs that all boys should take part in one or other of the games and those who do not play should have some form of physical exercise suited to their age and health. The garden work, the manual occupation that breaks up the monotony of the class room, the excursions arranged every month and the household duties are other activities calculated to strengthen the tender nerves and make pupils fit for life's task.

The health of the boys is always largely influenced by the healthy ideas and ideals which they have in their mind. Worries,



The Bobbili Medical Ward.

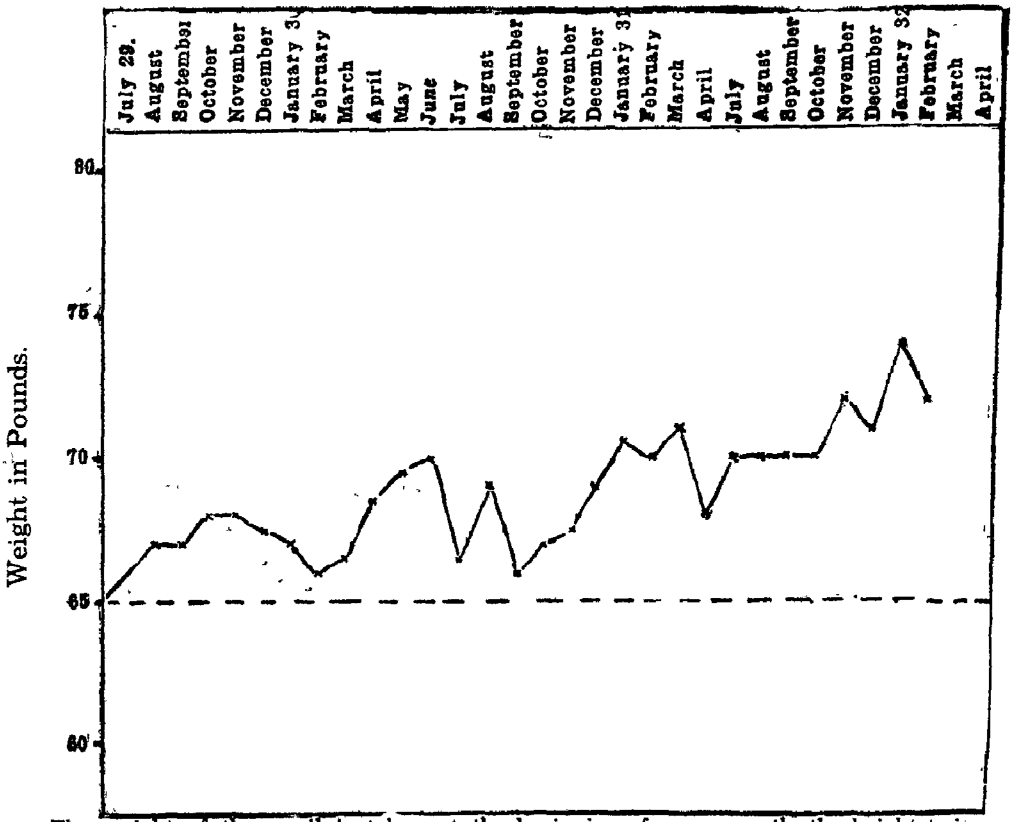
unwholesome ideas, filthy talks and an untutored mind all mar their health. It is very necessary that the national heroes famous for service and sacrifice, for breadth of vision and nobility of thought and deed should often be presented to the growing minds. Brahmacharyam is the bedrock on which any edifice of health can be built. Brahmacharyam demands purity in word, deed and thought. The absence of the precious quality has given room to the growth of untold miseries in the case of many ignorant boys. The ideal life of the teacher, of the elderly men with whom they come in contact, and the presence and inspiration of the Sanyasins of the Ramakrishna Mission have been of great use in moulding the ideas and ideals of the boys. The stories of great men from our puranas, noble and inspiring in their nature, leave strong impressions on the growing minds. Simple living, simple dress, wholesome and nourishing food, good thoughts, upright behaviour, regular habits, and deeds of selfless and benevolent nature help one to become a devoted Brahmacharin. A violation of these rudiments of this life, drags us down into degeneracy and deterioration in words thoughts and deeds. Five minutes of prayer and silence at sunrise and sunset every day elevates us to manhood and godhood, purges our evil thoughts, purifies our minds and prepares us for better service and for better health. In this Institution Religion is taught with the belief that "Religion is right living and not correct belief in this or that creed". The Brahmacharya life is the source of all strength of body and mind. It is the source of all solace for the spirit in us. Its benign and magical influences can never be rivalled by the best tonic ever prepared by the world's greatest physician. It is the cure for all the ailments of the body, the mind and the soul. One of the main objects of the Institution is to inspire the boarders with such an ideal and enable them to live up to it.

With the observations that I have made in this paper, I wish to mention that the medical inspection of the school cannot by itself be of much use in building up the health of the children. The medical inspection if it should happen to be a formal inspection without satisfactory attention to the individual boys and should end with the submissions of the reports to the parents and the department, it may better be abolished than retained. Instead, every school, or a group of four schools may, attempt to possess a special doctor whose services may be available throughout the year, as well as for the special purposes of conducting the annual inspection. The medical inspection is like a barometer measuring the health and mentioning the defects of the pupils. It ought to be followed by action on the reports. But how many parents are able to and really do pay any serious attention to the reports? The schools, huge institutions as they are, cannot pay attention to the individual pupils. *A hearty co-operation between the teacher* and the parent, a sympathetic attitude on the part of the teacher, feeling for his pupil, as he would for his own boy or girl, and the sound instructions of the school doctor may help us to a considerable extent in making a healthier generation of pupils. Sometimes we find a clash of interests between the teacher who with his modern outlook lays more stress upon the development of character and the parent who is only very anxious that his boy should have a bright career. In the Residential School the management combines the two interests of the boys's character and career never for a moment losing sight of the fact that sound health is the proper basis on which alone these things should rest. It is high time that the united efforts of the teacher and the parent should be directed towards their common ideal of placing the health of their girls and boys before anything else. A healthy child is a national asset. An unhealthy one is a living corpse.

Appendix A.

Weight chart of a pupil.

Physical equivalent 70 lbs. Height (Jan. 1931) 4ft. 7in. Date of birth—15-7-1915.



The weight of the pupil is taken at the beginning of every month, the height twice a year.

Appendix C

1930—31.

HEALTH : SICKNESS : : 100 : 2.8.

Appendix B.

AVERAGE SICK PER MONTH.

Year	Percentage
1925-26.	8.88.
1926-27	8.88.
1927-28	7.4 .
1928-29	5.92.
1929-30	7.4 .

The XXIV Provincial Educational Conference

PRESIDENTIAL ADDRESS

BY

MR. V. SARANATHA IYENGAR, M.A.,

Ladies and Gentlemen,

My first duty is to thank the great Teachers' Organisations for electing me President of this conference, a place which used to be filled by the best of the experienced men who had worked for us, or by men of eminence in other spheres who showed us deep sympathy. I am proud of the distinction you have bestowed on me, but diffident of wholly pleasing you, as I have no intimate grasp of the work of the S. I. T. U.; but I am eager to take my part now in the common work of us all, and ask you to give me a place in your ranks, and your advice and sympathy in a full measure. I wish to speak candidly what I think about our problems, depending on your encouragement and on the charity of all men of goodwill.

Looking at the educational system, one notes how we have not succeeded in fitting out our Universities and Schools to fulfil national requirements; we have not attempted to reorganise, to change the instruments of education in response to a changing national life. The new educated class, to which we belong, has latterly won some political power, which should be used for bringing new life into the Government departments and so improving the institutions for "nation-building". In whatever ways the main political movement in the country may go, we as teachers live to seek those duties which, bringing comfort from the Spirit of Truth, give us strength to fight Indifference, to strive for small ends and meagre gains; thrifty of mind, exploring, learning to be modest, true, and rational, and workmen worthy of our tools.

The educational system was once intended to bring about the betterment of Society "by the diffusion of the improved arts, science, philosophy, and literature of Europe; in short, of European knowledge," and to change the Indian's standard of living and culture, and create an aptitude in him chiefly for helping and serving the British Administration. The higher classes of Indian society were naturally eager to grasp the means of better living and of power for themselves, and they were also much attracted in spirit to the new culture. The Missionary agencies who from the first played a notable part in higher education were moved by a desire to help the country on lines which were conducive to a further purpose, that of preparing the mind of India for the religion of Christ. Government, on their side, made a great beginning by setting up the Universities in the three Presidency towns. They also declared that their aim was the spread of vernacular education, believing that knowledge and training would filter down from the educated to the uncultivated classes For the promotion of educational work they depended for the most part on private effort and enterprise which they encouraged for a long time. But on the whole, they had, as a recent writer says, no definite educational policy. "The exigencies of circumstance and of finance; the presence or absence of men of vision and grasp of educational ideals among officials; the influence of private educational efforts—these and other variable causes have been producing some results in the realm of education, satisfactory and unsatisfactory. Be-

yond this, Government had not been following any consistent educational policy."

Nevertheless, it was under the influence of the Government's educational policy, such as it was, that High Schools and Second Grade Colleges were first started all over the country, Matriculation being accepted "both as an immediate qualification for service and as a gate to a University course." The unit of education was the High School, primary education being just the obscure first steps usually taken two or three steps at a time in the ascent to the pre-matriculation stage. "As persons who possess a knowledge of English are preferred to others in many employments, public as well as private, a very moderate proficiency in the English language is often looked upon by those who attend school instruction as the end and object of education rather than as a necessary step to the improvement of their general knowledge". Here, in the words of the Halifax Despatch of 1854, is stated what has been the principle of the growth of schools up to very recent times. The result is that we have only one type of Secondary School, that which imposes upon the pupil after the Primary course the study of several scholastic subjects adapted to one type of pupil whose goal is Matriculation. As the Hartog Committee's Report puts it, "in fact the present type of High and Middle English School has established itself so strongly that other forms of education are opposed or mistrusted, and there is marked tendency to regard the passage from the lowest primary class to the highest class of a High School as the normal procedure for every pupil". In our presidency, more than 75 p.c. of those in the highest class of the "middle" stage proceed to the lowest class of the "high" stage. The result from the teacher's point of view is that boys without any chance of winning mental distinction are put into the same classes as those naturally fitted for pursuing school studies up to a high standard, and that schools have somehow to overcome the confusion of purposes so evident in the system itself.

It is our business to see how we can bring variety into school education, either by varying the curriculum for different classes of pupils within the school, or by setting up another type of school for a good proportion of the pupils after the middle stage (Form III). Let us consider the former way. If vocational sections are attached to existing schools, there would result much economy of outlay for buildings, furniture and equipment. Since cultural subjects like the mother-tongue and history have to be introduced in any school of vocational or technical education, we might as well use the equipment of the present schools for both purposes up to a certain limit. The vocational classes thus set up and working out of school hours have certain advantages over separate craft-schools in a better type of school organisation, in the quality of the staff, in the opportunities for using a library in the existence of various school clubs and societies. Of course, higher technological training can be had only in separate institutions and in a few centres; and a certain number of craft-schools will always be necessary for those who have to be left outside the Secondary Schools.

For the majority of our young people, the High School is the finishing stage of education; so we have to include in it all that training which makes for the bodily and mental fitness of youth standing on the threshold of the worldly life: health and a good physique, aptitude for manual tasks and for plain living, a fairly trained intelligence, a sense of responsibility, a real interest in life, and some artistic interests. First there is the question of how much knowledge a boy has to possess when he leaves school. Knowledge comes and goes; but efficiency remains. Still, knowledge is required in the public service, for study for a profession, and for intelligent conver-

sation and right living as well. The usual school subjects are the mother-tongue, one other language, arithmetic, history, geography, science and hygiene, and some one or two extra subjects calling for special aptitudes. Though the rudiments of these subjects are taught in the lower forms, High School teaching would give the pupil a wider horizon, a more personal contact with things and with ideas, and a growing talent of self-help. Yet he learns chiefly on authority; the teacher's knowledge is the source of such mental life as the pupil develops, the curriculum being their common bond. Now even the finer minds in a school stand to gain in some degree by the rigour of the curriculum; they learn to conserve, to construct. Great writers who in youth did not get what is called a regular education are found to some extent incapable of that self-collectedness of the artist, together with the capacity for all the hard work of the mind, which is at the basis of great achievement.

But there is also a personal side to the partnership in learning between teacher and pupil; and this concerns the mental growth of the teacher; in a special sense he makes his moral being his prime care, because he has before him, in his idea of the school, "a moral diagram of the nation". He ought to renew his own strength in the fountains of national culture, so that his teaching may bring the highest moral benefit to the community. The Italian Minister of Education in an official decree of 1923 says:—"The Schemes for study which are described here are intended more than anything as a guide. The teacher is informed of the result which the state expects from his work in each school year, leaving him free to use what he individually considers the most suitable ways for arriving at it. These, for several reasons, are always various and elastic; according to how the teacher is situated with regard to his scholastic surroundings, and according to his individual personal culture and the particular character which he has succeeded in giving to the spirit of his teaching by means of observation and personal experience. The following schemes are designed in such ways as to oblige the teacher continually to renew his personal culture; not only by means of the superficial little manuals in which he can gather the crumbs of knowledge, but from the living fountains of national culture. . . . .
These schemes forbid the commonplace platitudes which have so long dulled children's education, and demand pure, genuine poetry, sincere searching for truth, energetic investigation of the popular spirit, restless and never satisfied, asking always the reason why; the rapture of contemplating pictures resplendent with art and life, the communion with great souls which speak through the mouth of the teacher".

Here is a vivid statement of what national education in schools can mean. The best instrument of national education is the teaching of the mother-tongue, which, according to the Newbolt Committee (Report on the Teaching of English in England, 1921) "must be treated as a subject, but at the same time as a method, the principal method whereby education may achieve the ultimate aim of giving a wide outlook on life." "*The mother-tongue as a subject must take not any place which may happen to be vacant, but the first place; and the mother-tongue as a method must have entry everywhere.*" The one fatal defect of our High School education is that the teaching of all subjects is not through the natural medium though the option to adopt it is allowed. But so much illegitimate credit attaches to English as the medium of teaching, that no school will adopt the vernacular medium if its neighbours have the other thing. We find schools which adopted the vernacular medium earnestly and with much success now giving it up under the pressure of wrong opinions held by the public and even the educational officers about its effects on the attainments of the pupils in English. We

ought to organise sane and independent opinion in the schools and in the country generally in order to put before Government the question of making the vernacular medium compulsory in High Schools. After some hesitation and remonstrance, even those institutions which look askance at the demand for the vernacular medium will come into line with the rest. *Compulsion is the only remedy.* If the language taught intensively and indirectly as well as directly through the course is the mother-tongue, intellect and invention will be nourished, and our schools would surely produce grave and impassioned young men and women fit for all the tasks of spiritual husbandry in our soil.

Again, how far the school becomes a useful place of education is determined by the manner in which what are now called the compulsory and the optional subjects in the curriculum are planned and worked. Take the present S. S. L. C. scheme. The compulsory subjects, especially the languages, history, geography and elementary science, require of the teacher intelligence, sense of proportion, and tact of exposition. But the examination in these subjects should change its character; we should look for vivid detail, grasp of principles, and mere outlines of knowledge, while the questions, of which there may be a great number on a paper, should be like oral questions calling for straight, almost wordless answers, as in the New Type Examinations. The compulsory subjects except the mother-tongue and arithmetic require lighter treatment in teaching and examination, though English will keep its special position for some time to come. English in the present time is our one culture-language by which we gain the world's knowledge and thought. English teachers have a special task for which they need to equip themselves—to teach its workmanlike use without the present waste of the rich later years of boyhood. Patriotism requires also our learning Hindi, our one all-India language, not as a competing interest in the curriculum, but as a thing to fill an hour of leisure in the school-day. The examination in the compulsory subjects has to be designed on sensible and practical lines. If the S. S. L. C. Board, in consultation with a Committee of teachers of each subject, can fix the type of examination-paper for testing intelligence and memory of the ordinary kind as in the General Knowledge Papers for certain public examinations, a new direction may be given to the compulsory curriculum. It is important to agree on just that modicum of knowledge which a pupil is expected to bring up in an examination. The less intellectual pupils cannot pass even the compulsory subjects tolerably satisfactorily; hence the need for lighter treatment of the compulsory course. Room has to be made for such pupils; they will take a vocational subject in Group C. Before a full re-organisation takes place, school authorities have to provide variety of teaching within the curriculum, the better boys being allowed to give more hours to certain subjects in preference to others. Let a school be encouraged to concentrate on its boys, not by overteaching them but by setting them to work more by themselves as often as possible. On the other side, parents should be willing to allow the backward pupils to take more time over their course without reproach. But on no account should the better-equipped schools be allowed to give up advanced teaching in certain subjects; the proposed abolition of the "C" group of the S.S.L.C. is harmful as well as unnecessary. No change of the curriculum should be such as to affect the present academic equipment of our schools. It is recorded in the Board of Education Pamphlet of 1927 that the development of Sixth Form work aided by the Advanced Course Regulations has been of great importance. "This is of value not only to the relatively few pupils who take part in it, but generally because of its reactions on the whole school, staff and pupils alike." This is the most pertinent objection to the

abolition of the "C" group in the S. S. L. C. Now that we have smaller schools mostly, a fairly full curriculum should offer no difficulty. We must remember that aptitudes develop early in boyhood, and that we may stuff the curriculum a little with many things towards the end of the school course. One cannot understand how the headmasters of some of our best schools have come to reject the "C" group. One would think that Optional Science and Elementary Science are totally different things; similarly the Special Period in History furnishes a stimulus to youth wholly absent from an outline course of History. If a school has no subjects to teach outside the compulsory course, teaching becomes stone-dead, and the better boys lose their start in the race.

The ancient Hindus, while stressing the value of proficiency in the several arts, brought in their particular idea of the self-discipline of the student in the community of teachers and pupils as the main factor in his education. Besides moral training, they stressed the discipline of the body of hard work and the doing of lowly duties. In our times, however, games and sports, even those which produce a spirit of aggression and are part of the rough-and-tumble of school-life in the West, are said to have had a brutalising influence; but western nations have now succeeded in civilising their schools, while turning out strong young men as they used to. In our own country, the young men of a generation ago were more robust of body and mind, owing perhaps to more sensible habits and a plainer way of living. We have now to reckon with the conditions of the students' home-life, the hardships of middle-class people in a town, and the unhappier lot of the very poor who form so large a portion of our pupils. We must provide in the school facilities for healthy exercise and recreation; even the small grounds of an average school are sufficient for every form of modern physical training except the major games. One has to plead strongly also for the teaching of the art of self-defence. About twenty-five years ago boys in small country towns used to play more, to run, to swim, to tramp, to get into trouble with keepers of mango and coconut groves; they became robust men in every way, though they had a narrow curriculum, and even the best had perhaps narrow minds.

The whole duty of financing and managing Secondary Education as of organising it is that of the Government. Formerly the Government laid emphasis on "the methods by which the state may indirectly aid in evoking private enterprise in education", on the ground that "education may be expected to advance far more rapidly than it could possibly do by means of State Agency alone, even if all available resources were multiplied many times." They further held the view that "it is part of the very idea of modern education that it should be as far as possible paid for by those who profit by it". To-day all this has changed everywhere in the world. "There is a desire for equality of educational opportunity, which is having its effect on the policy of Governments. The spirit of scientific organisation is also becoming everywhere operative." In England the Government is co-operating through the medium of Committees under the President of the Council in the execution of every significant educational proposal. Even when an active partnership is effected between the central and local authority, the central authority has the duty of protecting the national interest. Therefore the Government of each province here should be urged to take up the direct or indirect management, as distinct from the subsidising of school education in all its parts as a permanent obligation. A strong Committee of the S. I. T. U. should be set up to examine (i) the method of gradually transforming the present relation between the Government and the several private agencies into a partnership, (ii) to consider how the

need of more liberally financing the existing schools by changes in the Grant-in-aid Code may be effectively pressed on the Government, and (iii) to suggest means of providing a more equitable distribution of grants between the various private agencies. Accurate knowledge of these matters should be obtained and published; and our aim should be to influence the political groups, in the first instance, in pressing for great reforms in the financing of Secondary Education. We recognise the demands of Elementary Education, but without putting Secondary Education on a better basis, we have no hope of creating that new type of Elementary teacher on whose work the success of our elementary schools will have to be built.

The reform of School Education is also ancillary to higher technological and vocational education; and it is the first condition of the success of our Universities. That our schools are bad, causing university work to suffer, is true; on the other hand, the schools suffer because of the domination of matriculation requirements, and because of the poor quality of the graduates who go down to teach in them. If university work were of the right quality, men and women passing out of them will carry the ideals of University Education into schools and into homes all over the country. The Universities, where they work well can enormously increase their influence over the schools by the system of examinations which they create and control.

The Hartog Committee's Report says. "The question also arises whether the recent expansion in the provision of university education has not made an educational system which was already top-heavy still more top-heavy; whether in the interests of university education itself and still more in the interests of the lower educational institutions which feed the universities and of the classes from which university students are drawn, the time has not come when all efforts should be concentrated on improving university work, on confining the university to its proper function of giving good advanced education to students who are fit to receive it and in fact to making the university a more fruitful and less disappointing agency in the life of the community." Are our institutions of higher education so unprofitable? As regards the number of students attending colleges, one cannot say that it is too large; we have about 21,000 college students for a population of about 45 millions in our presidency. As regards quality, many who now fail to pass may be quite fit under a purely national system of education, that is, if university courses could be vernacularised. At present we can to some extent stop wastage in collegiate education by restricting the admission of ineligible pupils into the colleges.

Colleges, as distinct from the institutions which are maintained as constituent parts of Universities, have now the bitter burden of reconditioning themselves with what help they can get from Government or the Public. They are worth preserving, since under their influence the success of the schools as places of intellectual training will be promoted. Government themselves maintain a few colleges; they should keep them on, effecting as much economy as possible in their management; these colleges are really Indian Colleges, and Government really make up for the backwardness and inefficiency of private bodies. Some, especially the leaders of the great missionary bodies, say that the Government should not compete with private colleges, but use the available money for more substantially helping the Aided Colleges. The Aided Indian College in particular is thrown almost entirely on its own resources, and unless an institution calls forth the spirit of voluntary sacrifice in the teacher by giving him more initiative in its improvement, it cannot be kept on; it should also make some sort of

appeal to the collective idealism of the community in the midst of which it is situated.

Can we somehow strike the note of true National Education as we carry on within the limits of the present system? If the great body of teachers set themselves to change both the spirit and the form of teaching, by themselves continually improving the quality of the training they impart, and by their work in conferences and in academic bodies, reform will not be delayed till the assumption of full political power by the people. The appeal of teacher to teacher and of the teachers to the community must succeed. Unremitting, useful toil, which ambition shall not mock, the fruit of organisation, that is what our Teachers' Unions have to give. We should strive to give the mother-tongue and its literature their due place in University studies, to introduce a more sensible way of learning English, and to provide for our students gaining accomplishment in those forms of study which may most readily be systematised. Again we have to recognise the usefulness of a Pass School alongside of an Honour School as providing for a student having equal ability with the Honours student but in a different way. We have to see that by good work in an Honour School a man first gets the general atmosphere needed before he begins research work. We have to make more intense in every way the devotion of both teachers and students to the pursuit of learning, and to stimulate the readiness of those in authority to recognise its value by financial support We ought to cherish above all the scholar's ideal of the Life of Reason as "that part of experience which perceives and pursues ideals—all conduct so controlled and all sense so interpreted as to perfect natural happiness". Manu, the Law-giver, says "neither by years nor by grey hairs, neither by wealth nor by the strength of kinsmen and friends, does one become great. The Rishis made a compact of yore that that man among us who will study the entire Veda with the allied branches of study will be called great. . . . . The good of creatures should be effected with kind and sympathetic means; desiring virtue, one shall use sweet and gentle words in all circumstances. He, whose speech and mind are always pure and fully restrained, derives all the benefits enumerated in the Vedanta." This is the ideal of humanism as the outcome of a rugged scholarship and a strenuous spiritual discipline, according to the oldest teachers of this country.

Our need is great for similar ideals in women's education as well; for the educated Indian woman at her best wants to live laborious days, though she may not always scorn delights. According to the Gita, the Divine Spirit is the origin of "the feminine qualities, fame, prosperity, speech, memory, intelligence, constancy, forgiveness." The Indian woman has insight, a many-splendoured thing; face to face against evil, she even more than her brother knows that she must not cease from mental fight; and she has the courage of battle as well; and she will herself create the opportunity for self-development which national impotence may seem to deny to her. We ought to assist in every way the constructive work of our women, and with faith in the building tools of the new altruists as well as the old, make a common path of salvation for all of us.

The Government of Madras have had under consideration a scheme, a ten-year plan of expansion: 100 middle schools for girls, 80 rural training classes for Hindu women, 10 rural training classes for Muhammadan women and the provision of stipends. We appeal to them to go ahead with it. Priority ought to be granted to claims of girls' education in every scheme of expansion.

We have also the problem of the cultural growth of the masses: how out of the evils of poverty, suffering, and the unillumined mind should come their freedom and wealth of everyday happiness, when they come into their own. Our lower classes have intelli-

gence, and a habit of ministering to themselves under terrible privations; but of capability for bettering themselves they have none. It is our duty to undertake, each in his place, the actual work among them, to overcome their indifference, "showing the peasant, with a clear plan in our hands that he can understand, that we are not altogether fools in this matter, and that we understand more than he does." Small Committees of the Teachers' Guild in each district can set themselves to build up local organisations in the villages and around them, each of these taking up a few villages and the small town adjacent to them. We have incessantly to work for the growth of manhood in our people, of a new interest in education, and of the spirit of cordiality in the social and business relations of people of different classes and castes. Elementary Education which is the beginning of moral progress is the Government's concern; but it rests with the people to organise local opinion and to form an unofficial education service.

The following are more or less accepted as remedies for the bad state of our Elementary Education:—

1. Compulsory free education to be achieved in a strictly limited period, the school-going age being counted as 6 to 11 for a beginning.

2. The teachers' qualifications, salaries and conditons of service to be greatly improved.

3. The single-teacher schools to be gradually eliminated.

4. A strong and efficient inspecting staff.

5. The radical reform of the curriculum to suit the actual needs of the pupils.

6. An efficient medical service.

7. The provision of rural libraries and reading rooms, and frequent lantern lectures.

Our forefathers attempted to make a people grow sober and refined by listening to their teachers of accepted dogma and morality—the Pundit and Pouranika—a contrast to the mob which only reads newspapers in our time in countries where Elementary Education has succeeded. Can we recapture that ideal of making a people to be in love with knowledge indirectly, and attune it to modern aspirations? Their times were times of intellectual peace, some would say of stagnation; but they themselves were vivid men. Through them alone for centuries the common experience of a single culture remained to us; and in the best times the people almost worshipped them.

If we, teachers of to-day, wish to possess a gallant spirit in facing the many problems of teaching and moulding a new generation, we should somehow gain that quality of pride which distinguished the best of the scholars of the past. But the times are hard and unpropitious; we cannot work today with the pride which comes from disinterested enthusiasm, unless our worldly position is both dignified and safe in the midst of those who are happy and prosperous in other walks of life.

A teacher must feel that his ordinary needs and those of his family are well provided for, and that his employment is suitable. Though liberal scales of pay for teachers may be drawn up and put forward at our conferences, every teacher knows that he has to adjust his demands to the conditions of his school. It is necessary, however, to provide that he has always a means of redress against unfair dealing and injustice of a serious kind. The first thing to do is to make the teachers' association of the school a strong and absolutely united body of men by constant mutual sympathy, by cultured and friendly relations with one another, and the habit of co-operation in the several sides of school work. A good headmaster will be an active member of the brotherhood of teachers in his own school and then in a wider sphere. One would wish that our headmasters, who are a class of able men realised their special position of

leadership, each in his place, and promoted sympathy between fellow-workers within their schools.

But professional organisation on a wider scale is also of the utmost importance. If all the teachers of the province belong to the S. I. T. U. and the different classes of teachers are knit up into groups—College Teachers, Secondary School Teachers, and Elementary Teachers—all having equal privileges in the S. I. T. U. and closer contacts between each other in each district, the authority of each teachers' association will become irresistible, and the fundamental self-respect of the individual teacher will be impregnably defended. We should make all possible efforts to take into the S. I. T. U. every teacher in the province, by appeals both to prudence and to altruism; the success of our endeavour depends on pure-minded leadership. We may develop also the organisation of Vigilance Committees so that we could put pressure on any school authority acting unjustly or about to do so. If a teacher is unjustly dealt with in the matter of pay or of tenure of service, his best remedy is some form of local agitation. The teacher must form links of common association with the local people in many quiet ways; he must himself stand for a higher standard of rectitude, which should be reflected in the affairs of his association; he has also faithfully to help the spread of learning and of right opinion in his neighbourhood, keeping himself just a little unspotted from the world. Our power in the last resort is only the unweaponed but potent opinion of the united teachers' associations of the country. We have no Government now based on the popular will to carry out great and beneficient changes in the lot of teachers. We have agitated for the provincialisation of some teachers' posts and a single standard of salaries in all schools; but to bring these about will need years of organised work; and we in the process shall transform our associations into active instruments of national reform in the broad sense. One dislikes waiting in deputation on this officer or that with a no longer novel list of grievances and demands; one would rather appeal to the sympathy and sense of honour of the main body of our own people. It is time our journal, the *South Inidan Teacher,* had vernacular sections or supplements expounding to the people the problem of education in its many aspects.

We have immediately to take up the direct moral education of the democracy, a task which is different from the slower and more subtle work carried on in the schools. Let us tell the people the plain, simple truths about the main currents of the national life, and put into practice all that part of the teaching of patriotism which has indisputably passed into the general consciousness, preaching, it may be, the Swadeshi ideal in industry, the promotion of friendliness between communities, and the upliftment of the lower classes.

"Slowly as the national system of education takes shape, there emerges a sense of unity throughout the whole teaching profession, a self-consciousness of high vocation which may be capable of great things". But look at the practical side. In India every teacher in private service earns much less than he needs, and he must eke out his income by taking private pupils, or by seeking small jobs as auditor, secretary of a store, and so on, or by writing hand-books and summaries of texts. One can only appeal to him to be jealous of honour in the midst of it all. There is need particularly to watch over the lot of the teacher in the village who sometimes declines into a pander or slave to the rich landlord and has then no soul worth saving. In former times the man of learning used to praise unworthy men for rewards; but he could slay with the mere lightning of his mind if he wanted to; we are a feebler race and need to be circumspect in all our dealings with successful men. Let our sense of brotherhood with the great

body of the members of our calling save us from meanness and cowardice. And in the building up of our Guilds let us not withhold the regular humble gift of our time, or of money, or of just the sacrifice of prejudice, the enemy of goodwill.

We see young men everywhere to whom the usual avenues of employment have been closed; they are not all well educated, not all well-set-up; and they go about with the pathetic air of gentility turning the other cheek to the world's insolence. Men in the middle age frequently from our ranks are found among them too; overtaken by sudden misfortune, gaunt men with their families about them, with hearts made ungentle, the garment of culture fitfully slipping away from them. But the young men can come together themselves and look at their neighbours who are unhappier still; and that effort of social sympathy will regenerate them. We in the teachers' organisations should take them in as associates, and go to the men and women of our country for alms for the young who have strength without hands to smite, and whom the community could employ. Let us build up in every place the tradition of voluntary unpaid service which we, like the people of England, once possessed. The work of salvaging the old Indian civilisation is urgent; and workers are needed. If they are by and by taken into the Professions or Business or the Government departments, it is well for them. The great national firm of Higher Education should begin paying dividends to the nation. Also the pressure of numbers at the top must send a great many down to the lower rungs of civil life, and graduates will be found working together with shopmen and Elementary Teachers and others; and they will begin the new movement of social justice in the land.

The pupils in schools and colleges now come from all classes and castes; they vary in intelligence not according to caste or class; the Brahmin is now not so specially marked out for academic distinction. The other classes now go after success in examinations, or just make sure of that preparation which leads to candidature for political power; anyhow, they go to school in far larger numbers, bringing into school or college a little of that aggressive spirit which they, perhaps properly, show in the places of business, in the local boards, and in the legislative chamber. They have very much put out the old type of schoolmaster and the middle-aged teacher who finds them treading on his corns, and the younger teacher has to kotow to them and their guardians. One would say that the conscientious teacher must go on doing his duty by all his pupils in his class, patient, keeping a stiff lip over things, and, determined to ask favours of none, but cultivating deep kinship with men and a faith in that social justice for which Indian society is but half-prepared, and pleased if ever he strikes a sympathetic chord in a fellow-creature.

Are other Eastern races more industrious, thorough, socially alert, and indefatigable in the sweeping away of dirt and disease and of evil customs? Are they getting more quickly educated than we are—the young Turk, the young Chinaman, even the young Afghan or Burman?

Boys in their time of muscle-growing, yet fine in taste, in rapture, observing Nature's Law that some things be done in the green tree, a Law which allows sensitive folly, an eager, beautiful life all round—do we find them in our schools at all? But we find boys immured, befogged with fool-teacher, fool-politician, by party-cries, newspapers, meetings, limp, dead propaganda. We see a pigmy crowd, shackled, talking, mindless, unaware of its heritage of civilisation, snobbish but inelegant, children of "light half-believers" or of men creed-drunk

The hope of men coming together in India disaffiliated from race or caste of tyrannical new group or party blindly set on killing the old crumbling dominations—this hope

can only be fulfilled by a new materialism together with a new spiritual life, a new economics together with a new education, or the social revolution with its years and years of terror may sweep away the mediaeval and the sham modern from the India of the present, and finally set up what land-marks and dispensations we do not know. We are in the midst of the battle of truth and falsehood, within and without, and are perplexed with contending gospels, and apt to fail from poverty of mind, sloth, pettiness, or the mere fever of discontent. To reform and recreate our education by industriously testing and repairing each part of the machine, and truthfully knowing our personal faults and striving to do better, is our first duty as teachers meeting together in our associations; to put forward measures of reorganisation for the whole country is our further task, as well as to attempt, it may be, to regenerate the people. The nations of Europe after the War turned to the work of creating new values in life and education, and they have a lesson to teach us of valour in the tasks of peace and of continually taking thought for the moral stature of their common men and women.

S. I. T. U. PROTECTION FUND

LIST OF MEMBERS (*Contd.*)

843 Mr. S. G. Asvathanarayana Dikshitar, Asst., N. S. M. V. H. School, Devakottai.
844 „ P. Muthusamy Pandaram, Teacher, M Ele. School, Karur.
845 „ P. K Narayana Iyengar, Asst., Kottamedu Ele. School, Karur.
846 „ N. Radakrishnan, Asst., M. Ele. School, Karur.
847 „ R. Venkataraman, Asst., Mahajana H. School, Erode.
848 „ N. Ramachandra Rao, Asst, Abdul Hakim Sahib's High School, Arcot.
849 „ T. A John, Asst., Board High School, Erode.
850 „ M. S. Ramamurthi, Asst., Board High School, Aska.
851 „ N. S. Vasudevan, Asst., M. T. Ele School, Karur.
852 „ T. A. Krishna Iyer, Asst., M. T. Ele. School, Karur.
853 „ K. V. Anantharaman, Asst, M. High School, Karur.
854 , M. Periasami Pillai, Headmaster, M. Ele. School, Bodinayakanur.
855 „ K V. Sundaram, Headmaster, Bd. H. Ele. School, Ayyapalayam.
836 „ D Appa Rao, Asst., M. High School, Narasaraopet.
857 „ A. N. Devanesan, Asst., L. M. C. High School, Shiyali.
858 „ V. Kalayanasundaram Iyer, Asst., L. M. C. High School, Shiyali.
859 „ T. P. Krishnamoorty Iyer, Com. Instr, L. M C. High School, Shiyali.
860 „ V. Subramania Iyer, Asst., Hindu High School, Triplicane, Madras.
861 „ R. Subbarayan, Asst., Municipal H. School, Dindigul.
862 „ K. Gopal Pillai, Drawing Master, Ry. School, Golden Rock
863 „ R. Ramanatha Iyer, Asst., E. R High School, Trichinopoly.
864 „ S. Krishna Aiyangar, Asst., T. T. V. High School, Madras.
865 „ A. Narayanaswamy Iyer, Munshi, European and Anglo-Indian School, Golden Rock.

Triplicane,
5-5-32.

R. RAMAKRISHNAN,
Hon. Secretary.

WELCOME ADDRESS

BY

MR. ROBERT FOULKES, O.B.E., M.L.C.,

Chairman of the Reception Committee.

My Friends,

It is indeed an honour to me that I should have been asked to welcome you here to-day and I am grateful to the Reception Committee for choosing me as their spokesman to perform this pleasant duty. Madura is probably unfamiliar to many of you who come from distant places, but let me assure you that our welcome is all the warmer for that reason. We are very proud of our city, and it is our ardent desire that you should become thoroughly acquainted with it during your short stay with us. With that view, we have made arrangements to assist you in visiting all places of interest in and around us, and we hope that you will take the fullest advantage of them. Even though you may not have been here before, you are all doubtless acquainted with the past history and present importance of the second City in this Province. We are doing our best to make your temporary sojourn with us as pleasant and comfortable as possible and I can assure you that our energetic General Secretary, Mr. Aravamuda Iyengar, and those who are helping him, will attend to all your wants. .

Before proceeding any further, I will ask you to forgive a personal note. Many of you, perhaps most of you, must be wondering how I am qualified to occupy the position I do. I have no pretensions to be considered an educationist in the ordinary sense of the word, nor do I belong to the noble profession which draws you all together here to-day in one brotherhood But I can assure you that though ill-equipped to take a prominent part in the discussions of this Conference, no one here takes a more abiding interest in the problems which you have come to discuss. In one respect I am more fortunately situated than most of you. As President of a District Educational Council and also of a District Board, I have for 12 years been struggling with the practical administrative difficulties of both Primary and Secondary Education, and that is the only reason I can think of why I am here before you as Chairman of your Reception Committee. I beg therefore that you will suffer a few remarks from a layman, derived from his experience.

I am well aware how delicate the ground is There is probably no more controversial subject in the world than Education. Many people hold strong opinions about it and cannot tolerate the views of those who differ from them. But such an attitude can lead us nowhere. No one has yet produced a scheme of Education which has been universally accepted as perfect, and as we cannot wait until some great genius does so, our only course is to adopt a compromise of the best opinions we can get. I take it that the real object of these Conferences is to discover the largest measure of agreement by offering opportunities to men whose experience is great, to disclose their opinions on the problems we are all trying to solve. For that reason such conferences have a high value. But we must remember that a state of intolerance is bound to do enormous harm to any great cause. When we take part in

a Conference we ought to come to it with open minds. We should be willing to admit that another man's opinion may be more valuable than our own. Only in this way can we profit by the wisdom of greater men than ourselves.

Let us consider then some of the problems which face all of us, who are concerned with the administration of Elementary Education. In the first place, do we possess a clear understanding of what we are striving for? Herbert Spencer says, "To prepare us for complete living is the function which Education has to discharge." Elementary Education, therefore, is the beginning of such preparation, and as the whole of our lives is affected by the manner in which we are made to prepare for it, the enormous importance of discovering a correct method is evident. But, surely, a standard method cannot be correct for everybody, and for all walks of life." Here our first difficulty lies in the fact that it is rarely possible to settle a child's career from the beginning. The answer seems to be that the Elementary Education of every child should be confined to such subjects only as are indispensable for *any* career that may be decided upon at a later stage. For this reason, then, we should be careful to avoid over-loading a child's mind with knowledge that will be useless to him afterwards. It follows that any kind of "bias" in the early stages must be wrong. What is the good of a technical or an agricultural "bias" to a child, who will eventually become a doctor or a schoolmaster?

The next obvious question is, are we employing to the best advantage the enormous sums of Public money allotted to Elementary Education? I think we shall all agree that we are not. A great number of schools which receive grants-in-aid are utterly unworthy of financial assistance; and, again, no one will deny now that the great majority of night-schools, especially those in far away villages, exist merely to supplement the income of day-school teachers. If inefficient and bogus schools could be abolished as a result of more rigid inspection, a large saving of expenditure would follow, and this money might be employed in much more useful ways, such as, for instance, in providing better pay for good teachers, and an increase of Inspecting Staff. I fear that our schools will never improve unless we can establish more thorough Inspection. All schools should be supervised at least 3 times a year. Few of us realise how far the growth in the number of schools during the last few years, has exceeded a proportionate expansion of the Inspecting Agency. It will thus be seen that we are on the horns of a dilemma. We cannot abolish worthless schools, nor improve good ones, until we have better Inspection; and we cannot get more Inspectors unless we can find the money to pay for them.

There are, of course, other means of reducing expenditure. For instance, Mr. Champion's proposals for concentration deserve close attention, but whereas it is possible to introduce them in urban areas, they are almost impracticable in the villages. Let us at any rate, remove the unnecessary schools wherever we can. There is no time now to discuss this subject in more detail though much more could be avoided. What I have said is sufficient perhaps to suggest that we *are* wasting a great deal of money every year, and that we *can* save much of it.

There is another question connected with Elementary Education, to which I would like to draw your attention. I know it is agitating many minds. But here again we are faced with a very difficult problem. I refer to the gradual loss of pupils as we rise to the higher Standards. Some Educationists think this wastage the most serious defect in our system, but I see no very great cause for alarm, for, the same situation existed in other countries before the introduction of compulsory Education. Undoubtedly

economic conditions necessitate the withdrawal from school of a certain number of children—boys, to graze cattle, etc., and girls to look after the babies—so that their parents may be left free to earn wages. But before attempting a remedy, let us answer the perplexing question, how far are we justified in depriving poor families of the services of the older children, in order that we may educate them? I believe that the gradual rise in the standard of living, accompanied as it must be, by a greater insistence on the importance of Education, will solve this problem if left to itself. Must we hasten the process by demanding so great a sacrifice from the poor? Of course we can introduce compulsory Education. But should we be wise to do so now? The dependence of poor families on the older children is almost as great, in the towns as it is in the country. Again, compulsion implies prosecution. Have we found in any area where compulsory Education has already been introduced any readiness on the part of the authorities to prosecute, and what is this failure due to? Compulsion is resented by the poor, because it makes life still more difficult; and I believe that a knowledge of this fact, coupled with a great uncertainty as to whether compulsion is really necessary yet or not, is the reason why the authorities are invariably reluctant to prosecute parents. I am well aware of the arguments in favour of compulsion, and I admit their force in the more advanced countries, but how short is the time since the first Education Act was passed even in England! In India there has been a remarkable awakening of a desire for Education during the last few years. Let it develop naturally, and as the material condition of the people improves, the need for compulsory Education will be universally insisted upon. Lastly, we cannot ignore the financial cost of compulsory Education. It is futile to say that the money must be found. At present we cannot afford it. Before leaving this subject may I ask why compulsion, when we do introduce it, should not at first be only partial, that is, for only a part of the day? It would, at least, ease the hardship on the poor.

The premature withdrawal of children is due also to causes other than the economic or social. The figures of this district show that an average boy leaves school just after he has passed through the School Standard. But to secure literacy of a permanent nature, a pupil should pass at least Standard Four. Some of the means by which wastage of this kind may be reduced are, improved methods of teaching, especially in the lower classes; higher qualifications of teachers; regular attendance of both teacher and pupils; and the abolition of single-teacher, or plural-class schools. Irregular attendance could be largely stopped if teachers would only pay visits to parents, which they rarely do now. Parents' Associations should be encouraged. These are a few suggestions that deserve consideration. But, on the whole, it seems difficult to avoid the conclusion that wastage is widely caused by the teachers themselves. Little or no attention has been paid to the natural disgust and disappointment of parents who find their children remaining in the same class for two, or even three years and obviously deriving no benefit by going to school. It is impossible to think that so many children continue for so long in the same class because of their stupidity, for Indian children are bright and intelligent. It seems much more probable that it is due to the apathy and inefficiency of the teachers, and, indeed, there can be no real doubt that that is the true reason. The remedy, as I have already said, lies in much more frequent visits to schools by Inspecting Officers.

I have left myself no time to enlarge on the problems relating to Secondary Schools and Colleges, and I must therefore content myself with only a few passing remarks. Much is being said and written to-day about the function of the High School outside the

more restricted Educational one, especially when it is situated in a village. A great deal can, of course, be accomplished by the mere presence of educated men in the midst of an ignorant community, by way of diffusing knowledge of such general subjects as health, sanitation, citizenship, etc. But these are duties obligatory on all educated men. In the case of schoolmasters, nothing should be allowed to divert their energies from their real work, which is to teach school-boys. If a schoolmaster cannot make his influence felt by example and conduct he will not do much good anywhere. One of the greatest dangers he is exposed to is entanglement in local village politics, and that is fatal not only to his own serviceableness, but also to the institution to which he belongs. My own feeling is that however strong may be the inducement to employ schoolmasters on duties which are not legitimately his, it should be resisted. The problems of High Schools and Colleges are much simplified, in comparison with those of Primary Schools, by the fact that in regard to the latter we deal with the special needs and troubles of the poorer masses, whereas in the former we are relieved from these complicated considerations. Our chief difficulty is to make up our minds what we should teach and what we should not. With the multiplication of these institutions I see no reason why Schools and Colleges should not specialise in particular subjects, at least to some extent. It is already done in a few more or less accidentally; why should it not be done by design? I know a College, for example, which attracts students because Chemistry is taught particularly well. Parents would thus have a choice of a school with a particular view to the career they wish their sons or daughters to adopt. I have often wondered why there is so much wastage of knowledge acquired in the higher stages of Education. I refer particularly to the science subjects. Why is it that a man, who takes a University degree in, say Zoology, Botany, or Geology, does not pursue his subject afterwards, if not seriously at least as a hobby? I have often met men, who must have devoted a great deal of time to one or other of these subjects in earlier life, and yet who display the greatest ignorance of it later. How few are those who can tell you the names even of common birds or plants? And yet nothing can vary the monotony of after-life with so much pleasure as the pursuit of further knowledge in any branch of nature. Opportunities lie at our very door. I can only come to the conclusion that "Nature Study," as taught in our schools to-day, is an absolute waste of time, and it is due to the ignorance or lack of interest in the subject, of our teachers. Hence also the pathos of our school museums, from which nothing can be learnt.

I fear that I have already occupied too much of your time, but I cannot help snatching a few more moments to invite your close attention to a special feature of this Conference. My committee has decided very wisely to ask you to discuss more thoroughly than ever before, the subject of Physical Education. No apology is needed for this decision. The attention of the whole world is at the present time concentrated on every aspect of it, and not less that of India. How great has been the neglect of it in the past may be realised only by those who are attempting to give it its proper place now. We are, indeed, fortunate in having secured the co-operation of Mr. Buck at this conference, and on behalf of my committee I offer him our warmest thanks. I do not suppose that anyone in India has done more to demonstrate in practice the supreme importance of Physical Education in its widest sense, which was strongly emphasised also by the Beasley Committee, of which he was a member. It is astonishing to think that we have been content till now with what has been called "drill," a word, together with all that it denotes, that we must shudder at in our present awakening. The sudden realisation of

the value in the formation of character of what we have hitherto called "play", when properly directed, has come with a shock that must rouse even the most torpid. In this district we introduced compulsory Physical Education about two years ago in our Board Secondary Schools, on a plan the details of which will be set before you at the Special Conference presided over by Mr. Buck. I would like to say here, however, that we are by no means satisfied that we have already worked out a perfect system, and we shall be grateful for suggestions for improvement. I must also lay stress on the fact that our efforts have been received with delight by both boys and teachers. As regards the importance of sufficient Playground space, I cannot do better than refer you to the Beasley Committee's Report. It is evident that we must wrestle with this question at once. I am thankful to say that the Government are leading Public Opinion in the matter of Physical Education and their great interest in it has already been shown by their recent generous gift of land for a Physical Training College in Madras. Is it too much to hope that they will extend their benefactions towards our High Schools and Colleges? A sum of 20 lakhs spread over 4 or 5 years would probably solve this problem.

And now, friends, we must get on to the business of our Conference. I trust that the remarks I have made will be received by you indulgently. I hope at any rate that you will ascribe them to the sincerity of my purpose, which is to provoke useful discussion; and, at the worst, that you will treat them merely as the enthusiasms of a layman. I confess to one serious omission for which I ask your forgiveness. You will notice that I have made no special reference to Education for girls and women. There are two reasons. First, many of my remarks apply equally to boys' and girls' schools, *mutatis mutandis* and, secondly I do not know enough about the subject.

It only remains for me to wish that your deliberations will bear fruit, and that your visit to Madura will become one of your pleasantest recollections.

THE PRESIDENT'S CONCLUDING ADDRESS.

(The following is a summary of the concluding address of the President.)

Gentlemen,

It is now my duty to wind up this conference at which I have had the very rare privilege of presiding. I did not expect to have this honour so soon in my life. Your President, Mr. S. K. Yegnanarayana Iyer wrote to me on my receiving the offer of the Madura Reception Committee that it was the blue ribbon of the profession and that he congratulated me on it. I was very proud to receive that blessing from him. I have tried to live up to the hopes entertained by such friends as Mr. S. K. Yegnanarayana Iyer and Mr. M. S. Sabhesan, I do not know with what success. I should like to say that I have tried to lay myself out entirely and with goodwill, and if I have not succeeded in pleasing you in every particular, the fault is in the natural perversity of things. It is not mine. I must however ask you to forgive me my occasional lapses into irritation and illtemper. I offer my thanks to all of you once more because I realise that this honour of presiding over this great conference is one which I very much cherish as one of the mile-stones in my life.

LIVE FOR CULTURE.

I have frequently expressed the opinion that every educated Indian must make it his business to shed the light which he has in him, as far as that little candle will throw its beams. He should certainly light his candle first, but having done it, he should see that like the proverbial good deed it threw its beams as far as it could. The difference between the educated Indian of to-day and the educated Indian of some generations ago is that the latter lived for the community. He might have lived narrowly; he might have been in his social acts exclusive; he might have been proud of his spiritual possession; he might have been Brahminical in a bad sense. But he lived and worked and gave himself for the advancement of his race. That is a fact. Else the national culture of India would have been a lie, it would not have existed, and this race would not have lived on, while the Egyptian, the Assyrian and the Sumerian passed away. Let us remember that. Not merely the Brahmins, but we as a race have lived for culture. Take our most ignorant people. I have frequently gone out and talked to very poor people—milkmen, shepherds, coolies, little boys, and have found them cultured.. I have found them intelligent. They may not take to their lessons very well, but they have the root of the matter in them. Our lower classes are the most civilised lower classes in the world in spite of the squalor and dirt in the midst of which they live to-day. Let us preserve this culture. Let us live for culture and for the spread of this culture among our lower classes.

FOLLOW THE EXAMPLE OF RUSSIA.

Remember that out there in Europe, a nation like ours has in the course of ten years leapt from triumph to triumph. It has worked silently, no doubt, but it has now astonishingly, almost with demoniacal power, got and possessed its place in the sun. I refer to Russia. Do not be horrified at my reference to Russia. The world is coming more and more to realise that Russia to-day has discovered a substitute for religion. I do not say it is a good substitute for religion. Like all substitutes, it is an indifferent substitute, yet it is a substitute. I do not want to wound the feelings of the Christians present here; but I think that religion has lost its hold all over the world, especially in Europe and America.

Their best men are bewildered. The best substitute for religion in the modern world is 'Education' not culture in the rare sense, but an active spirit of enlightenment and the propagation of that enlightenment, learning and imparting of that learning—the Veda, its Adhyayana and Adhyapana—Russia has found that out. We must use all the means available to us. You know how Universal primary education has been started in Russia. The rude conscript soldier goes back and educates the community. He fights the giant Illiteracy; here in India, you want men trained under the auspices of Messrs Champion and Statham. We, as a people, lack the national will to salvation. And whence is it to come? It is to come from within. It is to come from our daily practice of the highest truths we know and imbibe through our education from age to age.

FIND NEW WAYS FOR SALVATION.

Eut there is no easy way to salvation. There is no easy way to spiritual power and blessedness. Narrow is the way to salvation and the path is hard. There is the famous message of Christ to man, which our own Seers had said in their way before "Let your loins be girded and your lights burning." We need those elemental secrets of personality and power which our fathers of old and the founders of old religions gave to the world. We need them. But we need to use them in new ways. And we need to use them not individually but collectively. That is the problem of the modern world—The Modern problem is how to make the whole thing a new creation The individual is not of so much importance to-day by himself, but he is important in his contacts. He is important in his influence over others and the way in which he receives the influence of others in his turn.

OUR SADHANA.

I started saying that the Educated Indian to-day does not live a full life, does not live a strenuous life, does not live up to the best and the highest he has seen. We love the highest when we see it, but we fail to put it into practice. Let us work for our "Sadhana" Let us get hold of that one word, which Tagore used for the title of his book. We as a people must cultivate the will to live through co-operation with the race; the new will to live must be by the strenuous effort of each one of us with the co-operation of all the rest. We have got to learn, in every little thing we do, in every little enterprise that we put our hands to, the old ideals of group-life, the ideals of the spiritual fathers of the race. In our groups, from the lowest to the highest each had its ideal. It was known as Swadharma, a thing which has been travestied. Our Swadharma has degenerated into the putting on of a castemark and the exclusion of a man who puts on a different castemark. Our Swadharma must again be a vivid thing in our hands.

DEVELOP GROUP IDEALS.

We as teachers, must develop the ideals of our group, the great group of the teachers of the country. We have got certain fundamental qualities, which make for happiness. First, we are poor, and we can unite, can become one, more quickly than the idle rich. Lady Poverty, does not make a moderate of a man. We are all extremists, and perhaps, we may be extremists in politics too. It is not a bad thing to be an extremist. To us it is also given to work in the ways of experiment, in the atmosphere of social experiment, and if we take care of our own heritage, we can reach a lesser unity in the general unity of our people, a limited perfection in the sphere of national life Our group must have its special characteristics and its special mission. Remember that dismembered Germany in the nineteenth century owed its recovery, its proud status and supremacy to the Elementary Teacher to whom the inspiration, the knowledge and executive ability came from their Kants and Hegels. The other nations of Europe, used to make fun of their spiri-

tuality. Voltaire said "France rules the land, England rules the sea, and Germany rules the clouds". Well, in 60 years, Germany proved that not only could she keep possession of her cloud lands and dominions there but that she could get her place in the sun. Again she lost the War, and after the War, she showed a remarkable power of recovery which astonished the world, and that was due to the Elementary Teachers of Germany, to the excellence of her education, as well as to the work of her professors, her scientists, scholars, thinkers and humanists. Russia, in certain respects, and Germany, in others resemble India. These Savants and dreamers of Germany were no Jingoists, were not maddened nationalists. Let us imitate Germany; we have potential powers. Let us secure our permanent traditions. Let us re-capture them, still knowing and using all the new knowledge of the modern world, to strengthen our common bond and our power to make things better for us in the educational field.

I will not go into the various resolutions we have passed. Most of us might think that these are pious resolutions and we pass them just in the same way year after year; and it is perhaps true that we are in just the same position as the Indian National Congress of 1902 the Congress of the time of Gokhale. But I would ask you to bear in mind that even a moderate policy can be made executively attractive and profitable. Let us look at the example of Gokhale. Even the resolutions have their value, provided we pursue them with Gokhale's code of individual conduct and social rectitude, intent like him on changing the face of the country, and on changing the spirit of the people. Even the most extremely revolutionary man of our time Mahatma Gandhi, regards himself fundamentally as Gokhale's disciple. We might be politicians after Gokhale. It is open to us to be reformers of that type.

The teachers in India to-day can be more useful to society than any other sort of professional men. I have shown how that can be by our discovering and using the power of our race. To do so, I quite realise that we should pick up method. I quite realise that there is a great value in the English outlook and even in the American ways, their methods of conducting business, of picking up knowledge, and their method of improving their environment. They realise the secret of continued activity. They have a wonderful patriotism, whose action is almost imperceptible. Let us imitate them. Let us not promote jealousies. But let us learn to organise like the Mahrattas in our own times and develop social constructiveness.

ORGANISE THOROUGHLY.

I wish the South India Teachers' Union an expanding field of work and achievement. I hope that it will set about more thoroughly organising itself. I wish that this great conference were not merely an annual feature, but a recurring monthly feature Not that various people from all the parts of the Presidency should come together every month, but the educated men must learn the secret of fellowship. We speak also of international fellowship. That can be achieved in India to-day. The European is with us. The Europeanised Indian is with us. The old type of Indian is with us. The half-baked, new type of educated man is with us. We, as teachers, must try and become one, and set an example to the people to become united. Do you see any sign of the striving of the whole people as one man for freedom in spite of the fact that we have a unique type of leader? What is it due to? Our Education has failed in a vital way. China has done better. Even the young Afghan is better, as also the young Turk. But fortunately we are not a dying race. Let us remember our glorious past and remember that in our hands lies the instrument with which to carve out our future. (Loud and prolonged cheers.)

REPORT OF THE XXIV PROVINCIAL EDUCATIONAL CONFERENCE, MADURA.

(12th May, 1932.)

FIRST DAY.

The XXIV Provincial Educational Conference, commenced at 9 a.m. on 12-5-32 in the spacious hall of the American College, Madura under the auspices of the Reception Committee formed by the Madura District Teachers' Guild, affiliated to the S. I. T. U.

The proceedings opened with prayer in Sanskrit and Tamil. Then Mr. R. Foulkes, President, Madura District Board, and Chairman of the Reception Committee, read his welcome address The address over, messages were read from the ministers, from the secretary of the All-India Federation of Teachers' Associations and the Secretaries of Provincial Teachers' organisations, wishing the Conference every success.

On the motion of Mr Ramaswami Sivan, seconded by Mr. A. V. Krishna Menon, the President-elect of the Conference, Mr. V. Saranatha Iyengar was installed in the chair The President, thereupon read his address which was listened to with rapt attention.

The Presidential Address over, the Subjects Committee of the Conference was elected as per rules of the S. I. T. U. from among the delegates from each district, and the conference was declared adjourned.

SUBJECTS COMMITTEE.

The Subjects Committee met in two sessions on 12-5-32 from 3 p.m. to 5 p.m. and 9 p.m to 12 midnight, under the presidency of Mr. V. Saranatha Iyengar and disposed of the draft resolutions and urgent motions of the Working Committee. The proceedings of the subjects committee were marked by liveliness and orderliness, thanks to the members conforming to the rules of procedure and practice chalked out in recent years by the S.I T.U. and thanks also to the President's business-like conduct in the chair.

The first session of the Subjects Committee was entirely taken up by the discussion on the S.S.L.C. scheme. The Working Committees' resolution which sought to make the optional subject a non-examination subject evoked a keen discussion. It was pointed out in favour of that proposition that by making the optional a non-examination subject the rigour of the course would be lightened while at the same time the students proceeding for a University course will have adequate training and the average and the backward pupils will be provided with courses which will give them a preliminary training fitting them for a vocation. It was also pointed out that the Union would stultify itself if it should fail to give a constructive suggestion to the authorities After a three hours' discussion the committee resolved to retain the present scheme with suitable modifications in the syllabus so as to lighten the course

SECOND DAY. (13-5-32.)

S. I. T. U BUSINESS MEETING.—8 a.m. to 10 a.m.

The business meeting of the S. I. T. U. was held in the Conference hall with Mr S. K Yegnanarayana Aiyar, President, in the chair. Mr S Natarajan, in the unavoidable absence of Mr. Sabhesan the Secretary of the S.I.T.U. presented the report of the Executive Board for the year 1931-32 Mr. A Sundaresan of Tuticorin, seconded by Mr. T. P. Srinivasavaradan of Madras moved for the adoption of the report.

The President then threw open the report for discussion. Members submitted the report to a critical examination. Discussion was raised relating to the celebration of the Education Week either in July or August in future, arrears of the Guntur District Teachers' Guild, the Working Committee's address and deputation to the Dewan of Travancore; the auditors' suggestion re. the bifurcation of business from the Editorial side of the South Indian Teacher, Vernacular sections for the South Indian Teacher, and the issue of 6 months' statement of accounts in future. After congratulations to the Executive for good work done during the year moved by Mr S. K. Devasikhamoni, and the President's assurance to the meeting that the suggestions would be carried out, the report was carried unanimously

The report of the Sub-Committees were taken up for consideration

The Vigilance Committee's report was presented by Mr. S. T. Ramanujam Iyengar, Convener and it was recorded. The standardisation committee's

report presented by the convener, Mr. S. Natarajan, was recorded with the suggestion that the report be printed in the Conference number of the South Indian Teacher. Re: the Registration committee, a statement of regret and apology was made by the convener, Mr. K. Rangaswami Iyengar, who was requested to pursue his committee's work and report before December 1932. The Organisation Committee's report presented by Mr. S. T. Ramanuja Iyengar, the convener, was recorded with the resolution that as recommended by the Executive Board the report be circulated to Guilds for their opinions.

The urgent motions of the Executive re: the demise of Educationists, service conditions and medical inspection grants were placed before the general body and approved, as also the letter of Mr. Sabhesan regretting inability to attend the meeting

Then the following office-bearers were elected.

President—Mr. S. K Yegnanarayana Iyer,

Secretary—Mr. M S Sabhesan,

Joint Secretary—Mr. M J. Sargunam,

Treasurer—Mr. T. P S. Varadan.

Vigilance Committee—The President and Secretary along with Messrs. V. Saranatha Iyengar, V. Guruswami Sastrigal and S. T. Ramanujam Iyengar (Secretary).

MEMBERS OF THE EXECUTIVE BOARD FOR 1932-1933.

Mr. V. K Sounrajan, Madras.
Mr. P. L. Ramanatha Rao, Chittoor.
Mr. G Isaac, North Arcot.
Mr. N Kalyanarama Iyer, Tanjore.
Mr. S T Ramanujam Iyengar, Trichy.
Mr. V. Aravamuda Iyengar, Madura.
Mr. N. S Venkatarama Iyer, Ramnad.
Mr. D. S. Michael, Tinnevelly.
Mr. P. P. Venkatachalam, Malabar.
Mr S K Subbarama Iyer, Coimbatore
Mr. K S. Chengalroyan, Salem.

Vacancies with reference to other guilds were left to the Guilds concerned to be filled up at an early date.

The following resolutions were passed by the General Body:—

1. That the S.I.T.U. be registered under the societies' Registration Act.

2. That the recommendation of the Executive re: the raising of the delegation fee be circulated to Guilds for opinion.

3. That the remaining copies of the Proceedings of the 5th Conference of the A. I. F. T. A. published by the South Indian Teacher be sold at half rates.

4. That the thanks of the general body be conveyed to the retiring office-bearers and to the Honorary Auditors for valuable services rendered.

The President thanked the members for renewing their confidence in him for the ninth time, exhorted the members to further co-operate in the coming years' programme of raising a funded capital of Rs. 20,000 based upon an out right payment by all grades of teachers, men and women alike.

PAPERS.

The conference assembled at 12 noon on 13-5-32 with Mr. V Saranatha Iyengar in the chair.

The following is the list of papers read by ladies and gentlemen, whose names are given below.

1. Popular Education in National Economy by Mr. V. Ramadas Pantalu.
2. Education of Girls and Social Efficiency by Miss Paranjothi.
3. Morrisons' Philosophy of Mastery by Mr. John De Boer.
4. Intelligence Tests by Dr. P. G. G. Unnithan.
5. The new method of teaching English by Mr. R. M. Savur.
6. Extra mural activities by Mr. C. S. Ramiah.
7. The Psychology of Punishments by Mr. B. K. Naidu
8. Some problems of Education by Mr. C. A. Krishnamurthi Rao.

THIRD DAY. (14-5-32)

The conference assembled at 8 a.m. on 14-5-32 to consider the resolutions as approved by the Subjects Committee, and put in form by a small drafting committee consisting of Messrs A. Rama Iyer, V. Guruswami Sastrigal, P. P. Venkatachalam and S. T. Ramanujam Iyengar.

RESOLUTIONS

The following resolutions were passed one by one, after well informed discussion in both the morning and afternoon sessions.

RESOLUTION I

This conference places on record its deep sense of sorrow at the death of Messrs. P. T. Srinivasa Iyengar, S. Arputhaswami Udayar, J. D. Masilamony, R. Ramachandra Sastri and Venkateshwara Aiyar

(From the chair.)

RESOLUTION II

S. I. T U. COMMITTEE OF ENQUIRY.

This conference resolves that a committee of the S.I.T.U consisting of Messrs. S. K. Yegnanarayana Aiyar, V. Saranatha Iyengar, S. K. Devasikhamani, E. H. Parameswaran, S Srinivasa Iyer, V. Guru-

swami Sastrigal (convener) and Rev. Amalorpavanadhan S.J., be formed (1) to examine the method of gradually transforming the present relation between the Government and the several private agencies into one of partnership; (2) to consider the methods of more liberally financing the existing schools by changes in the Grant-in-aid Code and effectively pressing the same on Government and (3) to suggest means of providing a more equitable distribution of grants between various private agencies, the Committee's report to be submitted before November 1932.

Mover—S. K. Yegnanarayana Aiyar, Madras.

Seconder—N S Venkatarama Iyer, Karaikudi.

N. B.—The mover pointed out the variety that existed in educational agencies, the need for coordinating them and their activities, and transforming their relationship into *a real partnership of managements with Government* based upon a liberal grant-in-aid code and equitable distribution of grants.

RESOLUTION III

SERVICE CONDITIONS.

In pursuance of the reports of the Standardisation and Vigilance Committees, this Conference (a) declares that the conditions of service in aided schools are unsatisfactory and that the contract in practice produces more hardship to the teachers than before and therefore resolves that the acceptance of the following standard scales of salaries for teachers (vide scales below) and the adoption of leave rules similar to those for the vacation departments of Government be made a condition of recognition and (b) authorises the Working Committee of the S.I.T.U. to frame a bill for the regulation of service conditions of teachers in aided schools to be presented at an early session of the Legislative Council.

Headmaster—L. T grade plus Rs. 40 allowance; L T's Rs 75—5—150; secondary grade Inter and F. A Rs 60—3—105, Matric or S.S.L.C Rs. 50-3-95; drill, drawing instructors, Rs 40—3—85; M. T. and Com instructors, Rs 45—3—90; higher grade E. T. Rs 30—2—60; and clerks Rs 35—3—80.

Mover—S. Natarajan, Madras.

Seconder—V. K. Sourirajan, Madras.

The mover referred to the information collected by the standardisation committee and vigilance committee of the S.I.T.U. re: bad service conditions in non-government schools, pointed out the imperative need for ending the contract by a service code with standardised salary scales and liberal leave rules and moved for the framing of a Teachers' Service conditions Bill with a view to carry on a campaign for its adoption by the Legislative Coun*r*

An amendment was moved for the deletion of "aided" in line 2 of the resolution and substitution of "all" for it and addition of "other than those" maintained by "Government" after 'schools' in clause (a). This amendment provoked an exciting discussion in the course of which it was contended that in the Board High Schools and many Municipal High Schools the conditions were not unsatisfactory as was stated in the resolution. Moreover it had been said that contracts were not binding on them but that the staff were governed by the fundamental rules. So the amendment suggested would, if accepted, be incorrect and misleading. The amendment on being put to vote was declared lost. Then there was a discussion about the pay of the Pandits when it was suggested that they should be classed with the L.T.'s but this was not agreeable to a large majority and thereupon another suggestion was made that they should be divided into two classes as Senior and Junior Pandits, the Seniors being classed with the Secondary Grade Inter and F A. This was accepted. Another amendment to class the Manual Training and Commercial Instructors with Matric or S S. L. C. was moved and adopted. Finally an amendment was proposed for the deletion of the scale proposed and a suggestion was made that the scale of pay obtaining in Government schools should be substituted. This after some discussion was lost The resolution was then passed as amended

RESOLUTION IV

CHIEF SUPERINTENDENTSHIP AT THE S.S.L.C. PUBLIC EXAMINATION.

This Conference urges upon the Government the deletion of the clause in the M. E. R compelling Headmasters to be chief superintendents for the S.S L.C Examination since the inclusion of such a clause is not in keeping with the dignity of the teaching profession.

Mover—P. P. Venkatachalam, Malabar

Seconder—S. T Ramanuja Iyengar, Trichy

N. B.—The mover and seconder referred to the introduction of the clause in the M E R and pointed out the manner and method by which it was brought in to defeat Headmasters from exercising their right not to submit to indignities incidental to the present arrangements re custody of papers, denial of remuneration and the unbecoming conduct of certain departmental officers, at certain examination centres.

RESOLUTION V

TEACHERS' NEEDS.

(a) This Conference requests all managements to give free education to the children of teachers in their institutions.

(b) This Conference requests the provincial Government (1) to recognise and aid teachers' associations; and (2) to institute a special fund to enable teachers to undertake educational tours.

Mover—T. P. Srinivasavaradan, Madras.

Seconder—Pichumani Aiyar, Tinnevelly.

N. B.—The mover referred to the teachers' grounds for getting free education for their children from employers, and pointed out the need for Teachers' Associations being recognised by Government *not only to be on the approved list of* institutions entitled to submit memoranda, and to lead deputations, but also to receive aid. He finally urged the need for the institution by Government of a special fund to enable teachers and taught to undertake educational tours on the lines of the Empire tours organised for English children.

RESOLUTION VI

TECHNICAL EDUCATION COMMITTEE.

This Conference appoints a committee consisting of Messrs. Rao Bahadur M. R Ramaswami Sivan, K. Vedantadesikan, K. S. Setty, G P. James, P. P. Venkatachalam and S. K. Devasikhamani (convener) to formulate a scheme of Vocational Technical Education both as part of general education and as distinct from it (The committee to report before 1st Nov. 1932).

From the chair.

N. B.—The committee was appointed as the S.I.T.U. felt that the Government had no definite policy in respect of Technical Education either distinct from general education or as part of it as a result of which there were neither qualified men to spread technical skill nor openings to absorb existing technically qualified men in the interest of industrial development in the land

RESOLUTION VII

ELEMENTARY EDUCATION.

This Conference is of opinion that the recently amended Elementary Education Act is reactionary in important particulars and urges on the Ministry of Education the need for an early revision of the same so that free and compulsory education be provided for all children of school-going age at an early date.

This Conference requests the Government (1) to give adequate representation by election to Elementary Teachers in the District Educational Councils and (2) to make it obligatory on managers of such schools to pay the teachers' salaries at least equal to the sums drawn as Government grant for them

The mover referred to the relaxation by Government of the ideal of Universal, free and compulsory education. In the interests of a quick march towards nation-wide literacy not only for its own sake but also as a training for the voters in the new constitution he urged the need for a definite time-limit. He pointed out the need for partnership in educational administration between school authorities and teachers, and insisted upon the injustice in vogue, of paying teachers, salaries less than the sums drawn as Government grant, which denied the teacher what he had earned.

An amendment was proposed to the first part of the resolution for the deletion of the expression "at an early date" and the substitution of "within 20 years." This was accepted by the mover. Then an amendment was proposed for the addition of "managers" after "teachers" in Clause I in the second part of the resolution. The amendment was carried. Another amendment for the addition to give representation to District Teachers' Guild also was carried.

Mover A Sundaresan, Tuticorin.

Seconder. T P. Srinivasavaradan, Madras.

RESOLUTION VIII

CUTS IN GRANTS.

(a) This Conference views with grave concern the cuts in teaching and equipment grants to aided institutions, and appeals to the Govermnent to reconsider its decision as such retrenchment entails serious hardship to these institutions whose resources have never been too abundant or adequate.

(b) In view of the fact that the already poorly paid teachers have been subjected to drastic cuts in the salaries and that the special teaching grant which was of some relief to the poor teachers is the only grant recommended by the Retrenchment Committee for complete abolition, this Conference requests the Government to restore the same from next year.

(c) This Conference protests against the recent decision of the Government to suspend the grant for medical inspection in Secondary Schools.

An amendment to delete Clause c was moved and accepted. The resolution was then passed.

Mover—N. Kalyanarama Aiyar, Tirukattupalli.

Seconder—S .Subbier, Madras.

N B.—The speakers referred to the illiberal Grant in aid code and its unintelligible working and pointed out the hardships to managements and teachers resulting from government's penny-wise policy of cutting off educational grants—hardships like salary cuts, salary arrears, retrenchment of staff, closure of schools, underpayments etc. They pleaded for the restoration of the special teaching grant

RESOLUTION IX

CONTRACT SYSTEM IN EDUCATIONAL INSTITUTIONS

(a) In view of the fact that the model agreement imposed by G. O. 180. Education dated 6-2-30 is not bilateral in spirit and is vague, arbitrary and injurious to the cause of the teachers' tenure of service; in view also of Government's irresponsiveness to the demands of the S.I.T.U. for unification of the Teaching Service by the framing of a definite service code and for the establishment of *ad hoc* Arbitration Boards; this Conference, while retaining its opinion that the contract idea is not in keeping with the dignity of the Teaching Service and that the S.I.T.U. solution alone is sound and practicable urges upon the Government the immediate need for amending the contract on the following lines.

1. The contract should be the same for all schools and not varying from school to school.

2 The scales of salaries should be defined as in Resolution III of this Conference.

3. The leave rules should be similar to those for the vacation departments of Government.

4. Termination must be normally only after 25 years of service or for physical incapacity or proved inefficiency, or gross unprofessional conduct proved by a judicial enquiry or by mutual consent of parties with 3 months' notice on either side at the end of the school year

5. In the event of termination due to breach of contract by either side, the aggrieved party shall have the right of appeal to a judicial tribunal constituted by Government for the purpose, whose decisions must be binding on both parties to the Contract.

(b) This Conference requests the Government to immediately constitute an *ad hoc* Arbitration Board for each district, consisting of representatives of Government of Managements and the Teachers' Guild and to make its decisions binding upon the parties concerned.

Mover—S. T. Ramanuja Iyengar, Trichy.

Seconder—P P. Venkatachalam, Malabar.

The mover referred to the enunciation of the contract system as a solvent for bad service conditions in Bengal by the Sadler Commission in section 92 (ii) and the S.I.T.U. support to it by a memorandum dated 10th August 1920, in which the contract was asked for in a scheme of unification of the teaching service with common service rules and common standardised salaries. He pointed out the irresponsiveness of Government in the reform era which took its stand on the policy of non-intervention in respect of private employing agencies and which considered unification as unpractical, and the disservice done by government in forcing an indenture on schools by G. O. 180 dated 6-2-1930. The objections to the contract were stated and the hardships of the contract at work were enumerated. The absence of a machinery for redress in the event of breach of contract was emphasised and the suggestion to form an *ad hoc* Judicial Arbitration board was repeated to give justice to teachers whose services since 1930 were terminated arbitrarily.

An amendment to substitute "30" for "25" in clause 4 was moved and accepted by the mover of the resolution. The resolution, as amended, was then carried unanimously.

RESOLUTION X

PROVIDENT FUND.

(a) This Conference requests the Government that the permission accorded to teachers in schools under local bodies for withdrawing their contributions to the Provident Fund towards the payment of insurance premia be extended to teachers in Aided Institutions also.

(b) This Conference requests the Government to allow teachers to contribute one-twelfth of their salaries towards the G. P. F. for teachers in non-pensionable service, managements contributing half the teachers' contribution.

Mover—K. R. Venkatasesha Aiyar, Kattuputtur.

Seconder—T S. Anantanarayana Aiyar, Lalgudi.

N. B.—The recent concession given to employees under local bodies relating to the use of their P. F. contributions towards Insurance premia was explained and the mover asked for the extension of the concession to G. P. F contributors to give them facilities for insurance. The example of the S. I. Railway P. F was cited and a request was made to the Government to allow the raising of the teachers' contribution from one-sixteenth to one-twelfth in the rupee, with a corresponding obligation on the part of the management.

RESOLUTION XI

WORKING DAYS IN SCHOOLS UNDER LOCAL BODIES.

This conference requests the authorities to fix the number of working days for schools under Local and Municipal Boards instead of fixing the number of holidays

Mover—K. S. Chengalroyan, Krishnagiri.

Seconder—S Subbier, Madras.

The mover referred to the present practice in local board schools of fixing up Holidays only, resulting in such schools working over 200 days and pleaded that the practice may be abandoned in favour of fixing up working days as in aided schools.

RESOLUTION XII

S. I. T. U COMMITTEE FOR THE SPREAD OF THE MOTHER-TONGUE IN SCHOOLS.

This Conference requests the following committee to carry on an intensive compaign to further the immediate adoption of vernacular as the medium of instruction and examination in all schools: "Messrs. V. Saranatha Iyengar (Convener), S. K. Yegnanarayana Aiyar, M. S. Sabesan, S. K. Devasikhamani, N Subramaniam, V. Raghava Aiyangar, P. P. Venkatachalam, K. C. Veeraraghava Aiyar and T. S Rajagopala Aiyar."

Mover. V. Subbuseshan, Madura.

Seconder. S. T. Ramanuja Iyengar, Trichy.

The mover and seconder referred to the agitation for the adoption of the mother tongue as medium of instruction in schools and the respective steps taken by the Department and the S. I. T. U Attention was drawn to the agitation by the S I T. U. for the past decade re. the adoption of the mother tongue in national interests to the Government's halting concession hedged in by conditions; to the opposition from parents; to the unwillingness of managements to take a forward step and to the unpreparedness of teachers. The S. I. T. U. attitude in the matter was explained as advocating compulsion in the interests of pupils and avoidance of wastage in Secondary Education.

Mr. C V. Subramanya Aiyar moved an amendment to substitute 'Mother-tongue' for 'Vernacular'.

Mr. R.M Savur, D.E.O Madura expressed the difficulty that would have to be encountered if the mother-tongue was to be made the medium of instruction in schools, for there were some people whose mother-tongue was not a written language and these people would prefer to adopt English as the medium of education rather than any other vernacular which would be as foreign to them as English, as they felt that English would be useful to them in the long run.

Mr Mahadeva Aiyar in supporting the amendment said that the idea of making one's mother-tongue the medium of instruction was based on the principle of avoidance of errors As regards the difficulty referred to by Mr R. M. Savur he believed that the percentage of pupils who had no written mother-tongue was very small and that this should not stand in the way, for every boy might choose his own school

The amendment was then put to vote and carried by a majority.

Rev Father Amalorpavam moved another amendment to delete the word 'immediate' from the original resolution and said that the change might be brought about gradually since there would be difficulty on the part of students taught in their mother-tongue getting employment either in Government service or outside. Mr. Kalyanarama Aiyar opposed the amendment Another delegate supporting the amendment adverted to the great confusion prevailing in the matter of understanding and application of technical terms and urged that they should wait till such time as they had text books.

The amendment on being put to vote was declared lost by a big majority.

Another amendment which was carried without much discussion was to add the words "in non-language subjects" after "examination." The resolution as amended was then put to vote and carried.

RESOLUTION XIII.

TECHNICAL TERMS.

This conference requests the Government to expedite the publication of Vernacular technical terms in Geography, Science, Mathematics and other subjects.

Mover. S. Natarajan, Madras

Seconder. T. Ramanujachari, Triplicane.

As a corollary to the previous proposition, the Government was requested to facilitate the use of the mother-tongue by expediting the publication of technical terms in vernacular.

RESOLUTION XIV.

DISTRICT SECONDARY EDUCATION BOARD

This conference requests that the District Secondary Education Board be remodelled with adequate representation to teachers and managements on a statutory basis on lines similar to the District Educational Council; and that at least three seats in the S. S. L. C Board be reserved for representatives of the District Secondary Education Boards from the Staff constituency.

Mover. A. S Venkatraman, Chittoor.

Seconder. P. P. Venkatachalam, Malabar.

The mover referred to the present moribund condition of District Secondary Education Boards, and pointed out the need for remodelling the same so that the machinery may be made representative and live

RESOLUTION XV.

MANAGERS' ASSOCIATION

(a) This Conference urges the need for the formation of a Secondary School Managers' Association for each district to study its educational needs and arrange to obtain the aid of the department of Education towards satisfying them.

(b) To bring about the proposed organisation, the conference requests every District Teachers' Guild or Association to address the managers of the secondary schools of the district pointing out

the various ways in which the said organisation can function and to actively help to form one, without loss or time

Mover. Rev Fr Amalorpavam, S. J. Madura.

Seconder. T Ramanujachari, Madras.

The mover referred to the proposition as a practical step towards bringing about co-ordination of managing agencies with a view to promote co-operation with Government and teachers' Organisations, and foster correct understanding of each others' view points.

RESOLUTION XVI.

S. S. L. C SCHEME.

This Conference resolves that the S. S. L. C. scheme as recently remodelled be allowed to continue with such changes in the syllabuses in the different subjects as may serve (1) to promote the growth of proper methods of teaching in schools and (2) to lighten the burden of the curriculum on the pupil.

Mover. C S Ranganathan, Chidambaram.

Seconder. T P Srinivasavaradan, Madras.

Mr N S Venkatarama Aiyar, moved an amendment to add after 'continued' the words 'until sufficient time has elapsed to assess its true value'. This was accepted by the house. Mr. S T. Ramanujam's amendment to add an infinitive sub-section (3) 'to eliminate gradually the domination of the examination ideal and substitute new education ideals' was also carried. Mr. Easwaramurthi Pillai moved an amendment to add a fourth sub-section 'to promote the health of the pupils' It was duly seconded by Mr. A K. Sitaraman and was accepted by the house without a division The house also accepted another amendment viz., to add at the end 'and that the examination be confined only to the portion done in the 5th and 6th forms. The resolution as amended was then put to vote and carried.

The resolution as passed was the outcome of a compromise between two distinct schools of thought in the subjects committee one for the retention of the S. S. L C. scheme as it is, and the other for modification of the S. S. L. C. scheme While the conference agreed to retain the S. S L C. scheme until such time as was required to assess its value, it also clearly indicated by the amendment introduced in the infinitive sub-section 3, that it was for a return to the original ideals of the framers of the S. S L. C. scheme in 1910-1911 and to the spread of "New education methods conducive to "freedom in Education."

RESOLUTION XVII

HINDI IN SCHOOLS.

This Conference, recognising the claim of Hindi to be the National Language for our country, accords its wholehearted support to the Hindi movement in South India, and earnestly calls upon (1) all teachers and students to equip themselves with a knowledge of the Language and (2) the managements of Schools and Colleges to arrange for Hindi being taught in their institutions

Mover A. Rama Iyer, Trichy.

Seconder K. R. Venkataseshan, Kattuputtur.

The resolution agreed to the need for Hindi as an All-India national language, and committed the conference to support the movement for the spread of Hindi, and called upon managements to provide for its teaching in Educational institutions.

Papers 4-45 p.m.

The resolutions over, the conference listened to four other papers given below.

Title.	Contributor
(9) Library movement	Mr. Srikantan.
(10) Motive power of Hunger and escape in animals	„ Kuppuswami Naidu,
(11) Parental co-operation.	„ Apparsundaram.
(12) Drawing in schools	„ Sankaranarayana Iyer.

The discussion on papers was brought to an end at about 6 p.m The Secretary of the Exhibition announced the names of prize-winners Mr G. Varadachari Secretary of the Trichy District Teachers' Guild invited the XXV Provincial Educational Conference to Trichinopoly and it was accepted for the S I. T. U. by Mr S. Natarajan

The President then delivered his concluding address

Rev. Fr. Amalorpavam, President of the Madura District Teachers' Guild, Mr. N. Ramaswami Iyer, Secretary of the Hospitality committee Mr V Aravamuda Iyengar, General Secretary, of the conference, Mr. A. V. K Menon, and Mr. P. P. Venkatachalam as representatives of the delegates and Mr. S. T. Ramanuja Iyengar for the S. I. T. U. thanked all those who had contributed to the success of the conference

With the singing of Mangalam by the representatives of the Musical Choir of the Hindu Theological High School, Madras, the XXIV Provincial Educational Conference terminated at 8-30 p.m., 18-5-32.

THE FIRST PHYSICAL EDUCATION CONFERENCE.

The above conference was held from the 11th to the 13th May, 1932 in the American College Buildings, Madura under the auspices of the 24th Provincial Educational Conference. The programme began with the formation of a Provincial Physical Educational Association at a meeting held at 2 p.m. on the 11th in the Binghampton Hall under the presidency of M. R Ry. Rao Bahadur Vedanayaka Thevar Avl., President, Taluk Board, Usilampatti. The President spoke on the desirability of divising a system of physical exercises suited to different ages and constitutions to improve the physique of their boys. Nobody, he added, seemed to have systematically investigated the value of the indigenous systems of physical culture for the growth of the physical, mental and moral needs of the present day boys. He next pointed out the unique nature of the meeting and stressed on the necessity of forming an association for furthering the progress of Physical Education in this country. Finally he congratulated the organizers of the First Health and Physical Education Conference on the initiative taken in this direction.

Mr L K. Govindarajulu, B A., B.L., Director of Physical Education, Annamalai University then proposed that an association for the whole presidency for the promotion of health and physical education of the boys be formed and that not only Physical Directors and Instructors, but others interested in Physical Education be permitted to become members. Mr. M. R. Rangasamy Ayyangar, B.A., L.T, Headmaster, Board High School, Batlagundu, seconded the proposition Mr. S. K Yegnanarayana Ayyar, M A, President, South India Teacher's Union, welcomed the formation of such an association and the holding of annual health and Physical Education Conferences along with the Provincial Educational Conference The association was then formed and a workable constitution drawn up before hand by the Secretary, Mr. P. S. Easwaramurthy Pillai, B A, L.T, Director of Physical Education, District Board, Madura, was adopted by the general body with certain modifications. A Provisional Committee of 9 members with Mr. P. S. Easwaramurthy Pillai, B.A, L.T., as Secretary was appointed to carry on the business of the association. The first day's function terminated after the President's concluding remarks and a vote of thanks proposed by the Secretary.

The open session of the conference took place on the 12th afternoon commencing from 1 p.m. in the Assembly Hall of the American College, Madura. A good number of Physical Directors and Instructors were present besides a large number of sympathisers.

Mr K. P. Gopala Menon, M. R. A. S. Bar-at-Law, welcomed the delegates in a very felicitous and eloquent speech. He pointed out the importance of Physical Education and said that in the west the subject was considered as important as, if not more than, general education He spoke of his own knowledge and experience of the countries in Europe and said that the subject had made considerable progress in the course of the last few years. But in India there existed a sad state of affairs. The colleges sent out every year graduates with well developed intellects, but these were puny, little, crooked, spectacled creatures quite unfit to fight the battle of life. Mr. Menon then commended Mr. Buck for his Missionary Zeal in remedying this state of affairs. In this connection he congratulated the Madura District Board and its President Mr. R Foulkes on the initiative taken in introducing compulsory Physical Education in all the Board High Schools.

Mr. T. C Srinivasa Ayyangar, B.A., B L., M. L. C,. who was next requested to declare the Conference open said that the honour of opening the conference should have been assigned to the Rajah of Ramnad, President of the Ramnad District Board and that in his absence it had fallen to his lot to open it, being the vice President of the Ramnad District Board. He referred to the three great works of Patanjali relating to the development and perfection of the human body and mind and went on to observe that Physical Education was not a new thing but was only a revival of a branch of knowledge forgotten through centuries. He was sure that everyone would agree that Physical Education must occupy its legitimate place in any general system of education though the question of modifications and deviations to suit particular cases and the sort of Physical Education to be given to boys could well be dealt with by those who have observed and studied the question. There must be remedial measures in the way of health education and the developmental aspect must be linked with the school curriculam. He wanted to

congratulate Mr. R. Foulkes, President, Madura District Board, on the arrangement he had made for holding this first conference and he hoped that this would become the necessary institution which would grow and bear abundant fruit. Regarding medical inspection in schools, he believed that though the medical inspection so far pursued had not yielded good result, nobody could say that medical inspection was bad or that it was unnecessary The proper method would be to regulate it and introduce improvements. He was glad that the Government has been taking considerable lead in the matter of Physical Education for some years past. As a result of the recommendations of the Beasley Committee two things were laid down as fundamentally essential, namely, that Physical Education and Games must be made compulsory and the Government endorsed it and supported it, and secondly that there must be adequate play ground for the Physical Education of boys. The Government aided schools with lands wherever available and where such facilities were lacking they gave grounds. He expressed his opinion that their discussions and wisely framed resolutions would certainly add to the stock of knowledge and give further stimulus to their activity.

Mr R Foulkes then proposed Mr. H. C. Buck, Principal, Y M. C. A College Physical Education, Madras and Advisor to Government on Physical Education to preside over the Conference. He had no doubt that even those who had not known Mr Buck personally would have known him by repute He deemed it extremely fortunate in having secured the officers of Mr. Buck in presiding over the conference. He believed that no one in this country had done so much to promote the widest aspects of Physical Education as Mr. Buck, Mr S. K Devasikamani B.A , L T., Headmaster Bishop Heber College School, Trichinopoly, duly seconded the motion and said that the new orientation given to Physical Education was all due to Mr. Buck.

PRESIDENTIAL ADDRESS.

Mr. Buck who was duly elected President of the conference, then made an extempore speech. He expressed his thanks for the honour done to him. He said that he was trying in his humble way to render a bit of service in a cause which he thought to be highly essential to the country From his experience in India he believed that they had much to learn from laymen. He wanted purposely to avoid giving any long address as he believed that more could be accomplished by discussions than by addresses. He believed that such discussions would go to stimulate Physical Education. He congratulated the organizers of the Provincial Educational Conference in having given a place to Physical Education along with the General Conference. This was most gratifying because it meant to him and others who were trying hard for the advancement of Physical Education that their work was being properly appreciated. It meant the acceptance of Physical Education as a phase of Education and not something to be kept outside but something that had to be brought into the general programme of Education. He said further that he must not omit to mention his high appreciation of what the Madura District Board was doing and had done and the step they had taken in introducing Physical Education in their schools under qualified leadership. It was a step which he hoped could be given great prominence not only in this Province but in other Provinces also. Just as qualified leadership was necessary in the general education of boys it was equally necessary to have trained Physical Instructors, for, it should be remembered that no one without such a culture could properly direct the physical life of boys.

That brought him on to the question of building up a curriculum of studies If he had his own way when a child joined a school he would first of all find a place in the time table for his physical activity and everything else would be built up around it. To-day it was the other way round A child needed 4 or 5 hours of physical activity daily. What happened now was that after five or six years a child is taken from his natural environments where he had had free scope for physical activity and put under artificial conditions Was it any wonder that the child deteriorated in body and mind? They, the adults were the guilty members for such a condition of things The supply of necessary physical activity to the children was in their hands Where there is a will there is a way. There was no use in sitting down and trotting out lame excuses. Unless they were prepared to change their present attitude of mind they could never have the right sort of Physical Education. The best time of the day for physical activity in India was the morning or the evening. It would be ridiculous to ask child to take part in physical activity in the middle of the day.

Mr. Buck next dealt with the way in which the time-table could be improved He said that the guiding principle should be that each of the students should have one period a day at least for physical activity and suggested that if the training were to be useful the number of students should be divided into groups some of whom could get their training in the morning and some in the evening. If all the boys were to get their exercises at the same time a huge playground would

be necessary and a number of physical instructors would have to be employed so as to ensure efficiency.

Continuing he said that there were still many people who looked upon Physical Education as an exercising process, a perspiration process or a mere muscle building process. But what was the real purpose of Physical Education? It was not really to build up the body but to make the students acquire the proper social behaviour conduct and respect for fellow-men in life These could be cultivated by boys engaging themselves in group-games and exercises under qualified leadership. In other words what they wanted was that their boys should develop a spirit of sportsmanship or gentlemanliness. He could say that Physical Education was education by means of physical activities. To speak of systems of Physical Education meant a narrow conception of Physical Education because if they analysed any system they obtained only a table of physical exercises to be memorised and taught It would be ridiculous to prescribe one and the same exercise to all. In this connection he wanted 5 points to be remembered. Firstly, the inherent needs of the people to be considered, secondly, a programme of physical activities must have a physiological value or health value; thirdly, the programme must have a social value; fourthly, there must be a moral value and lastly it must have a carry-over value. He added that Physical Education was necessary to boys to give them proper habits which could stand them in good stead in life and enable them to enjoy their leisure time in life. He urged that Physical Education should be introduced in the Elementary Schools so that in the High Schools and Colleges students could take to them even without compulsion

After the presidential address was over Mr. R Foulkes spoke of the necessity of physical education for boys and said that it was gratifying to find that Indian boys were in no way behind hand to the boys of other countries in their love of games. He wished that wherever possible boys should be provided with good playgrounds. He adverted to the scheme of Physical Education that was being worked by the Madura District Board and expressed his delight that even with a short time he could find that the health of the boys had improved and they were looking bright and healthy He appealed to the educationalist in the country to pay proper attention to this side of Education as by this means they would be able to produce healthy and able citizens

Mr. R M. Savoor, District Educational Officer, Madura, next spoke of some of the difficulties which would have to be tackled by the Physical Educationalists in carrying out a programme such as for instance giving exercise to defectives.

Rao Sahib Rajia Lazarus, B.A., Superintendent of Panchayats, Madura District Board, next addressed the meeting on Rural Reconstruction and Health and Physical Education" Mr. P. S. Easwaramurthi Pillai, B A., L.T., Director of Physical Education, Madura District Board, read a paper on "Madura District Board and Compulsory Physical Education," and he was followed by Mr. L. K. Govindarajulu, B.A., B.L., Director of Physical Education, Annamalai University, who read a paper on "Some Problems of Physical Education in Schools and Colleges of South India". Mr. Gubil Sundaresan next spoke a few words on Physical Education Rao Bahadur J. A. Vedanayaka Thevar addressed the gathering on "Local Bodies and Health and Physical Education". Dr. Nainar, L.M.P., read a paper on "School Hygiene". The Conference then adjourned for lunch.

After lunch Mrs Unnithan read a paper on "Nursery Schools" sent by Mrs. Webb and this was followed by Mr. P. G. G Unnithan, M B.B.S., B.S S.C, D.T.M. & H, (Eng), who read a paper on "Pedagogues and Public Health"

Mr. P A Alexander B.A, Physical Director, Maharajah's College of Arts, Trivandrum, then read "Brief Notes on Physical Education in Bengal" sent by Mr James Buchanan, Director of Physical Education, Bengal

The Conference then discussed and passed the following resolutions.—

(1) This Conference appreciates the efforts of Mr Buck towards the cause of Physical Education in India and records a hearty vote of thanks for his able services as President of this Conference

(2) This Conference expresses its sense of gratefulness to Mr. R. Foulkes, President District Board, Madura, for his kind patronage, encouraging support and unbounded generosity for the cause of Physical Education.

(3) This Conference sincerely thanks the organisers of the XXIV Provincial Educational Conference for holding the First Madras Provincial Health and Physical Education Conference under its auspices

(4) This Conference conveys its sense of appreciation and gratitude to the local Reception Committee, the volunteers and the workers for their cordial welcome and admirable arrangements.

(5) In view of the fact that insufficient attention is paid to systematic and scientific physical training as a part of child and adult education, this conference strongly urges upon those interested in Physical Education, the necessity of forming District Physical Educational Conferences, to for-

mulate a general scheme of Physical Education and otherwise advance the cause of Physical Education.

(6) That the Government, the Presidents of Local bodies and Municipalities and Managers of Institutions be requested to take immediate steps to introduce compulsory Physical Education to every pupil of the school for not less than one period a day.

(7) That those engaged in Rural Reconstruction work be requested to include Health and Physical Education as a part of their programme for the benefit of the rural population in India.

(8) That Local Bodies and Municipalities, be requested to set apart all available space for public play-grounds and take necessary steps for laying out and equipping them and organising physical training activities in their areas.

(9) This Conference urges upon the attention of all educational authorities the necessity of providing a full time. Y. M. C. A. trained Physical Training Instructor on the staff of every secondary school and fixing their salaries according to the scale recommended by the Beasley Committee This recommendation shall not apply to those who are already in service.

(10) This Conference requests the Government, the Presidents of Local Bodies and Municipalities and experts in Physical Education to arrange for short physical training courses for the benefit of the Elementary school teachers so as to facilitate the introduction of compulsory physical training in Elementary schools at an early date.

(11) This Conference requests the Government the Local Bodies and Municipalities to give every facility to teachers in their service and give scholarships to deserving young men desiring to undergo physical training at the Y. M. C. A. College of Physical Education, Royapettah, Madras.

(12) This Conference regrets that Government seems to have found it necessary to delete medical inspection in schools instead of improving on it and strongly urges on them the necessity of an adequate system of medical inspection of all school-children accompanied with health instruction and health service.

(13) That the Government be pleased to include Physical Education and Health Instruction including sex hygiene according to a set syllabus among the A Group subjects for the S.S.L.C. courses and in the other classes as well and consequent on such a resolution to lighten the general curriculum.

(14) That the school time-table be adopted to climatic conditions and requirements of health

(15) This Conference requests its President, Mr H. C. Buck, to communicate these resolutions to the authorities concerned for favour of necessary action

The President in conclusion expressed his hope that the work begun in this first Conference would be carried on with sustained enthusiasm and that they would go from success to success.

Mr. T. C. Srinivasa Ayyangar thanked the President and others who had contributed to the success of the Conference. Mr Govindarajulu thanked the Reception Committee on behalf of the delegates

The Conference then terminated.

PHYSICAL EDUCATION ASSOCIATION

On the 13th May at 9 a.m a meeting of the Provisional Committee and other members of the Physical Educational Association was held for taking necessary steps to push through the work of the association. Mr H. C Buck presided The meeting authorised the Secretary to take necessary steps to affiliate the Association to the South India Teachers' Union and modified, subject to the approval of the general body, Article II of the Constitution so that there may be only 2 classes of membership, namely, Patrons and Members. In the light of the above modification the membership fee was revised as follows:—

	Rs. A P.	
Patrons	25 0 0	
Members getting an income of Rs. 75 and above per month	1 0 0	per annum
Do below Rs 75 per month	0 8 0	per annum

In the evening there was a demonstration of Physical activities by the boys of the Board High School Usilampatty. Marching, Calisthenics, Indigenous exercises, Dumbell Drill, Clubswinging, Pyramid-building and minor games were the items gone through Those assembled very much appreciated the demonstration especially the Marching and Pyramids Mr Buck spoke a few words at the conclusion of the demonstration. He said he very much appreciated the demonstration. The Usilampatty boys were able to do very well because they had regular physical training throughout the year He had heard it said that morning classes were impossible and compulsory physical training cannot work satisfactorily Here is an instance to prove that such things were possible In conclusion, he exhorted those present to follow the good example set by the Madura District Board Mr. Buck then presented the volley ball shield won by the Board High School, Usilampatty at the last Madura District Board Inter-Secondary Schools Volley-ball Tournament

COMMITTEE MEETINGS

I

Proceedings of the Second Meeting of the Executive Board for the year 1931-1932 held at the Binghamton Hall at 3 p.m. on Wednesday the 11th May 1932.

The following members were present. Messrs. S. K. Yegnanarayana Aiyar (President), S. Natarajan, S. T. Ramanuja Iyengar, K. S. Chengalroya Aiyar, A. Sundaresa Aiyar, N. Kalyanarama Aiyar, K. Rangaswami Iyengar and D Ramayya (Madura).

1. Read letter from Mr. M. S. Sabhesan regretting inability to attend meeting of the Executive Board.

2. Read minutes of the last meeting of the Executive Board. It was adopted with the addition of the name of Mr. S. T. Ramanuja Iyengar to the list of persons who were present. The report of the Executive Board as approved by the Working Committee was then read. It was adopted with the alteration that it relates to the year 1931-1932.

There was then a discussion on the report of the Organisation Committee It was resolved that the recommendation regarding financial relationship be referred to the District Guilds for opinion. The Working Committee's decision to drop the clause regarding condition of affiliation and disaffiliation was approved.

The Vigilance Committee report was then read and adopted

It was reported that the Registration Committee had made no report. It was resolved that the convener be requested to expedite the report of the committee.

The convener Standardization Committee submitted the report of that committee. It was resolved that the report be printed and it was further resolved that it be recommended to be adopted by the General Body with Class II scale as the irreducible S.I.T U. Uniform standardised scale for all aided schools, and that the Minister and the Director be requested to give effect to them.

The auditors' report was then read. The journal Secretary's statement regarding the irregularities pointed out was read and recorded It was then resolved (1) that the mistakes pointed out by the auditors be rectified; (2) that the question of separation of business from Editorial side be considered later; (3) that the publication of the S.I.T viz., (the proceedings of the Conference of the A.I.F.T.A.) be sold at 50% of their present prices. It was also resolved that an advertising ledger should be maintained. The board approved the suggestion that the Commission paid on advertisements be treated as trade expenses and the Secretary's certification of payment in such cases be accepted.

The Board then ratified the admission of several individual members to the Union, with the suggestion that in future when an individual from a Guild area applies for membership, the recommendation of the Secretary of the Guild be obtained.

Lastly it was resolved that the resolutions of the Working Committee be ratified and placed before the General Body.

II

Proceedings of the first meeting of the Executive Board for the year 1932-1933.

The first meeting of the above board was held on the 13th May at 9 p.m. The following members were present:—Messrs. S. K. Yegnanarayana Aiyar, S. T Ramanuja Iyengar, K. S. Chengalroya Aiyar, V. K. Sourirajan, T. P. Srinivasavaradan, P. P. Venkatachalam, S Natarajan, S. K. Subbarama Aiyar and N. Kalyanarama Aiyar.

1. Mr S. K. Yegnanarayana Aiyar presided. The minutes of the last meeting of the outgoing Executive Board was read and approved.

2. Read letter from the Secretary Provincial Physical Education Association regarding affiliation to the S.I.T.U It was resolved to affiliate the Association from 1-7-32 and that the affiliation fee for the first year be Rs 15 and for succeeding years it would be according to the rules

3. It was resolved to celebrate the Education week during the 3rd week of October (17th to 22nd).

4. It was resolved to celebrate the "Silver Jubilee" along with the XXV Provincial Educational Conference.

5 The Treasurer's statement regarding arrears of affiliation fees was read. The treasurer was requested to address the Guilds concerned.

6 It was resolved to request Messrs R. Vaidyanathan of the Kellet High School, and V Srinivasan of the Hindu High School, Triplicane to be the honorary auditors for the year 1932-1933 and it was also decided that half-yearly statement of accounts should be published in the Journal.

7 The Budget as presented by the Treasurer was approved.

8 The following members were elected to the Working Committee. Messrs. K. S. Chengalroya Aiyar, S. T Ramanuja Iyengar, N Kalyanarama Aiyar, P. P. Venkatachalam and V. Aravamuda Iyengar.

III

Proceedings of the first meeting of the Working Committee for the year 1932-1933.

The first meeting of the Working Committee for the year '32-'33 was held at 11 p.m. on the 13th May 1932.

The following members were present:—Messrs. S. K. Yegnanarayana Aiyar, K. S. Chengalroyan, S. T. Ramanuja Iyengar, N. Kalyanarama Aiyar, P. P. Venkatachalam, T P Srinivasavaradan and S. Natarajan.

The following members were elected to the Journal Committee. Messrs. S. K. Yegnanarayana Aiyar, M. S. Sabhesan, V Saranatha Iyengar, A. Sundaresan and S. Natarajan, with Mr. S. Natarajan as Secretary.

The Budget for the Journal for the year 1932 was presented and it was approved providing for an Honorarium of Rs 100 to the Secretary. It was also resolved that the Journal Secretary be paid a single Third Class fare to and from Madura and boarding charges for 4 days at Rupee one a day.

S. I. T. U. PROTECTION FUND

Proceedings of the South India Teachers' Union Protection Fund Meetings (13-5-32)

Two S I. T U Protection Fund meetings were held consecutively in the Conference hall with Mr S. K. Krishnamurthi Aiyar, Vice-President in the chair

The notice of the first Extraordinary Meeting was read by the Secretary. The amendments to the rules as on the agenda paper were moved by Mr. R Ramakrishna Aiyar and seconded by Mr S. T Ramanuja Iyengar and supported by Mr. S.K. Yegnanarayana Aiyar After discussion, on the motion of Mr. A. Rama Aiyar, Trichy, seconded by Mr. S. Balasubramania Sastri, Trichy, the amendments of the managing board were referred back to the board for re-submission at an early date, after obtaining a detailed report from an actuary.

The second extraordinary meeting met immediately after with the Vice-President in the chair. The entire set of amendments on the agenda were opposed by the Board of Management as contrary to the spirit of the rules of the Protection Fund, and to the needs of the act under which the Protection Fund had been registered according to legal opinion privately obtained After a heated discussion a motion "that the entire set of amendments, which require to be in conformity with the rules and the registration act, be referred back to the managing board to get legal opinion for re-submission to the General Body" was moved by Mr. S K. Yegnanarayana Aiyar of Madras and seconded by Mr A Sundaresan of Tuticorin and carried by 35 against 7 votes.

The meeting was then dissolved.

We are obliged to Mr. S. T. Ramanujam for the account of the proceedings of the Conference. [Eds. S. I. T.]

STANDARDISATION OF SALARIES OF TEACHERS.

Report of the Committee of the Executive Board of the South India Teachers' Union on the Problem of Standardisation of Salaries of Teachers.

INTRODUCTION

At the 23rd Provincial Educational Conference held at Palghat it was resolved that a Sub-committee of the S. I. T. U Executive Board be formed to collect materials and submit a report before the end of September on·—

1. The number of aided schools in the Presidency.
2. The number of L.Ts.
3. The number of Secondary Grade Teachers
4. Teaching grant as at present received in schools
5. An average Standardised scale for all Grades of Teachers
6. Financial commitment of Government in the event of Government bearing all incremental charges of Teachers on the Standardised scale

In pursuance of this resolution, the Executive Board of the S. I. T. U. appointed a committee consisting of Messrs. Syed Ameeruddin, K. S. Chengalroyan, S Srinivasa Aiyer, A. S. Venkataraman and S. Natarajan, with Mr. S. Natarajan as the convener. It was suggested at the committee that the enquiry should include schools under local bodies also.

Early in September a questionnaire (Appendix A) was issued by the committee to all Secondary Schools in the Presidency (for boys, girls and Training schools for men and mistresses included) The Secretary of the South India Teachers' Union was kind enough to write to the secretaries of District Guilds requesting their co-operation in persuading school authorities to furnish the committee with the information called for in the questionnaire Replies were received from 79 institutions. The Secretary, Salem District Teachers' Guild was good enough to supply the committee with material information regarding the finances of the schools under the Salem District Board, the scales of salary obtained in them and the leave rules and other conditions of service in the said schools. The following table gives an analysis of the replies managmentwar.

Aided Non-Mission	.. 21
Aided Mission	.. 10
Municipal	.. 14
Board	.. 34
Total	.. 79

Of these 79 schools, 10 are from Middle schools and 1 from a Girls' school. These 79 schools are from 22 districts of the Presidency.

Name of the District	Board.	Municipal.	Mission.	Non-Mission.	Total.
Ganjam	3	1	1	1	6
Vizagapatam	1	..	..	1	2
Godavari East	1	..	..	2	3
Do. West	2	.	1	1	4
Kistna	2	.	..	1	3
Guntur	1	1	2	..	4
Kurnool	1	2	..	.	3
Bellary	1	1	1	..	3
Anantapur	2	2	1	..	5
Cuddapah	1	1	..	..	2
Nellore	1	1	..	1	3
Madras	..	..	..	2	2
Chengleput	..	..	..	..	..

North Arcot	1	1	..	1	3
South Arcot	..	..	..	..	..
Chittoor	..	..	1	..	1
Tanjore	5	..	..	5	10
Trichinopoly	2	1	..	..	3
Madura	3	.	..	..	3
Ramnad	..	..	..	..	..
Tinnevelly	..	..	..	4	4
Coimbatore	3	3	1	1	8
Salem	1	..	1	..	2
Malabar	3	..	1	..	4
S. Kanara	..	..	..	1	1
Total	34	14	10	21	79

No replies were received from schools in the districts of Chingleput, South Arcot, Ramnad and Nilgris

The questionnaire was intended to obtain information under all heads of the terms of reference to the committee. But unfortunately all the schools did not respond to the request of the committee. However the replies received give information regarding salary and qualification of 78 Headmasters, 319 L.Ts., 118 Trained Intermediates, 473 Trained S. S L. Cs, or Matrics, 209 Pandits, 211 Instructors and 78 clerks.

For the 1st three items contained in the resolution the committee had to rely upon the information contained in the Report on Public Instruction in Madras Presidency for the year 1930-1931 Volume II.

NO. OF AIDED SCHOOLS.

	Management.				
	Boards.	Municipal.	Mission.	Non-Miss.	Total
Boys	197	51	100	160	508
Girls	3	2	42	3	50
Total	200	53	142	163	558

Comparative statement showing the extent of *Private effort* in Secondary Education.

	No. Sec. Schools.	Board.	Municipal.	Aided.	Government.
Boys	523	197 or 37.76%	51 or 9.75%	260 or 49.5%	15 or 3.05%
Girls	72	3 or 4%	2 or 3%	45 or 62.5%	37 or 6.1%
Total	595	200 or 33.6%	53 or 9%	305 or 51.3%	37 or 6.1%

Number of Trained Teachers working in Aided and Local Board Schools.

	Trained Graduates			Trained Inter, F.A. Matric, S.S.L.C.		
Management.	Men.	Women.	Total.	Men.	Women.	Total.
Board	705	7	712	1302	20	1322
Municipal	270	3	273	441	12	453
Mission	436	99	535	784	302	1086
Non-Mission	760	6	766	1161	16	1177
Total	2171	115	2286	3688	350	4038

Number of Teachers in Aided schools compared with the total number of Teachers (according to qualifications)

Qualification of Teachers.	Total No. in all schools.	No. working in aided schools.	Percentage of No. working in aided schools to Total No.
Trained Graduates	2447	1301	53·16
Trained Inter, F.A. Matric, S. S. L. C.	4386	2263	51·6
Others (Pandits Instructors)	1169	571	48·8

It will be seen from the above that 51·37% of Secondary schools in the presidency are aided by Government. Naturally over 50% of the total number of Trained teachers are employed under aided managements It is therefore important that this large section of teachers should have an adequate salary so that the efficiency of instruction may be kept up at a high level. On an analysis of the replies regarding salary scales it is found that in a large number of aided non-mission schools there is no salary scale at all.

Management.	No. of schools that sent replies.	No. of institutions with no scale.
Aided Non-Mission	21	8
Do. Mission	10	1 *This is a middle school.
Municipal	14	1 *This is a middle school
Board	34	..

Among Municipal and Board schools there is not much disparity in the salary schedule. A fairly uniform scale is obtained in these institutions. The modal scales of salaries obtaining in institutions under these managements are given below:—

	Board.	Municipal.
Headmaster	125-5—175	125-5—150
L. Ts.	80-4—120	80-4—120
Sec Trained Inter	50-2— 70	40-2½- 65
Do. S. S. L. C.	35-1½- 50-2-60	35-1½- 50-2-60
Pandits	do.	35-1— 45
Instructors:		
Drill and Drawing	30-1— 40	35-1— 45
Manual Training Teacher	35-1½- 50	35-1½- 50-2-60
Comm. Instructor	40-2— 60	40-2— 60
Clerks	35-1½- 50	35-1½- 50

There are, however, wide differences from these scales in some of these schools:—

Headmasters:—In 4 Municipal schools salary scale for the Headmaster, is 150-10-200 and in 1 school it is 200-10-250; in 10 Board schools it is 150-10-200 and in 5 schools it is 150-10-250.

L. Ts:—Among L. Ts. 1 Municipal school offers a scale 70-3-100, 2 schools 75-5-100, 1 school 80-4|2-100. Only one school reports a scale of 100-6-130. While in another a senior cadre on 100-5-175 is instituted. In Board schools, the Tanjore District Board offers a scale 90-5-140. 2 Board schools have the scale 75-2½-120. In 2 schools the scale is 80-4-100-5-150.

Inter-Trained:—In some institutions from which replies were received Intermediate Trained and S. S. L. C. Trained are treated alike. Only one Municipal school offers the scale 60-2-90 for an Intermediate trained teacher. In 3 Municipal schools the starting salary for this Grade of

teachers is 60 while in 2 it is below 45. Among Board schools the Trichinopoly District Board offers a scale 50-3-80-4-100. In 9 schools the minimum salary is below 50.

S. S. L C. Trained:—Almost all schools have the grade 35-1½-50. In a few cases, a senior grade exists taking the salary to 60. In 1 school the scale offered is as low as 20-1-30.

Pandits·—In some schools there are two classes of Pandits, Senior Pandit, and Junior Pandit. The senior pandit gets a scale 40-2-60, while the Junior Pandit gets 35-1½-50-2-60. Here also there are marked variations the scale varying from 20-1-30 to 50-2-60-1½-75.

Instructors:—This class includes Drill and Drawing Masters; Manual Training instructors and commercial instructors. The first two classes generally get a lower scale 30-1-40 while the Manual Training instructor gets 35-1½-50 and commercial instructor 40-2-60.

Aided Schools:—

The following table gives the *modal* scale of salaries for the different grades of teachers:—

	Mission.	Non-Mission.
Headmaster	150-10 -200	
L. T.	90- 5 -140	
Inter. Trained.	40- 2 - 70	No common scale.
S. S. L. C. Trained	35- 1½- 56	
Instructors	35- 1½- 56	
Clerks	35- 1½- 50	

Note.—Out of 21 schools under aided non-mission management 8 schools have no scales of salary at all; and of the 13 institutions no two institutions agree in their salary scales. Even when two schools exist in the same locality, two widely different scales obtain in those institutions. Analysing the scales in the 13 institutions we find the salary scales for a Headmaster ranging from 80-4-100 to 150-10-250-10-300. In one school the minimum is 200 and the scale is 200-10-250. For an L. T. assistant it ranges from 60-2½-100 to 75-5-150. For Pandits it ranges from 35-1½-35 to 40-2-70. Drill and Drawing master 20-1-35 to 35-2-45 Manual Training instructor 40-2-50-40-2½-65, commercial instructor 40-4-60 to 60-5-80. Even the salary of clerks differ from school to school ranging from 15-2-35 to 40-4-60.

An analysis of the salaries drawn by teachers of different grades working under different managers is given below. It will be found that the *Median* salary for different grades is lower in aided institutions than in Board and Municipal schools.

Headmasters:—

Salary.	Non-mission.	Mission.	Municipal	Board.	Total.
Below. Rs. 100	4	1	2	2	9
101-110	1	—	—	1	2
111-120	2	—	1	1	4
121-130	2	2	2	2	8
131-140	2	—	1	—	3
141-150	1	2	3	12	18
151-160	—	1	1	4	6
161-170	—	—	—	2	2
171-180	2	—	2	6	10
181-190	2	1	1	1	5
191-200	2	2	1	1	6
201-210	1	—	—	1	2
211-220	—	—	—	—	—
221-230	—	—	—	—	—
231-240	1	—	—	—	1
241-250	—	1	—	1	2
Over 250	1	—	—	—	1
Total	21	10	14	34	79
Median salary	*140*	*150*	*144*	*148.3*	*143.9*

Highest salary 290
Lowest salary 88

Meaning of Median. Those not familiar with the median may look upon it as having for ordinary purposes the same significance as the familiar average More specifically the best paid 50% of a group of teachers receive salaries equal to or greater than the median salary and the poorest paid 50% receive salaries equal to or less than the median

L. Ts.

Salary.	Non-mission.	Mission.	Municipal.	Board.	Total.
Below. Rs. 50	1	—	—	—	1
51- 55	2	—	—	—	2
56- 60	5	1	1	—	7
61- 65	3	—	—	—	3
66- 70	9	1	2	1	13
71- 75	5	4	6	7	22
76- 80	6	2	9	12	29
81- 85	7	2	2	3	15
86- 90	8	2	3	8	21
91- 95	6	3	3	6	18
96-100	12	1	9	15	37
101-105	18	4	3	8	33
106-110	5	1	6	7	10
111-115	6	3	3	7	19
116-120	4	2	3	9	18
121-125	6	4	1	4	15
126-130	2	—	1	7	10
131-135	8	—	1	2	11
136-140	3	4	1	5	13
141-145	2	—	—	4	6
146-150	3	1	1	—	5
Over 150	1	—	1	—	2
Total	122	35	22	106	319
Median salary	*98.75*	*102.5*	*96.1*	*100*	*98.8*

Highest salary 160
Lowest salary 45

SECONDARY GRADE TRAINED TEACHERS.

Intermediates

Salary.	Non-mission.	Mission.	Municipal.	Board.
Below. Rs 30	1	—	2	3
31-35	2	—	1	3
36-40	8	—	5	5
41-45	2	—	1	7
46-50	5	1	3	6
51-55	2	—	2	5
56-60	6	2	3	6
61-65	2	1	1	6
66-70	6	—	1	5
71-75	—	2	—	2
76-80	3	—	1	2
Over 80	—	—	1	4
Total	37	6	21	54
Median salary	52.5	60	48.3	53

Lowest salary 26
Highest salary 100

S. S. L. C.

Salary.		Non-mission.	Mission.	Municipal.	Board.
Below Rs.	30	21	9	5	3
	31-35	19	11	9	15
	36-40	22	12	28	42
	41-45	23	9	13	41
	46-50	19	6	16	32
	51-55	7	8	8	35
	56-60	3	5	4	11
	61-65	2	1	3	4
	66-70	—	1	5	7
	71-75	1	—	1	1
	76-80	—	—	—	1
Over	80	—	—	—	—
Total		117	62	92	192
Median salary		*39.3*	*39.9*	*41.5*	*43.9*

Lowest salary. Rs. 17.
Highest salary Rs. 80.

PUNDITS.

Salary.		Non-Mission.	Mission.	Municipal.	Board.	Total.
Below Rs.	30	18	7	7	5	37
	31-35	9	3	9	17	38
	36-40	14	1	6	16	37
	41-45	7	2	8	16	33
	46-50	13	—	5	19	37
	51-55	—	1	3	7	11
	56-60	6	3	3	—	12
	61-65	—	—	—	—	—
	66-70	—	1	—	1	2
	71-75	—	—	—	2	2
	76-80	—	—	—	—	—
Over	80	—	—	—		—
Total.		67	18	41	83	209
Median salary		*37.5*	*33.3*	*39.1*	*41.25*	*39*

Lowest salary Rs. 20.
Highest salary Rs. 75.

INSTRUCTORS.

Salary.		Non-mission.	Mission.	Municipal.	Board.	Total
Below Rs.	30	24	5	5	10	44
	31-35	13	5	14	15	47
	36-40	11	5	12	32	60
	41-45	5	—	5	11	21
	46-50	4	—	1	9	14
	51-55	2	3	1	2	8
	56-60	1	—	2	—	3
	61-65	2	2	—	1	5
	66-70	1	—	—	—	1
	71-75	1	—	1	—	2
	76-80	2	—	2	1	5
Over	80	—	—	—	1	1
Total		66	20	43	82	211
Median salary		*34*	*35*	*36.25*	*37.5*	*36.25*

Lowest salary Rs. 20.
Highest salary Rs. 90.

In this connection it is interesting to note that in the 9 aided schools that do not offer any salary scales the strength of the schools is poor ranging from 150 to 300.

TEACHING GRANT AS AT PRESENT RECEIVED IN SCHOOLS.

Grants to aided Secondary schools are now made according to Rule 32 of the Grants-in-aid code. It runs as follows.—

1. The amount of Grant payable in any one year will normally be based on half the approved net cost for the preceding financial year, i.e., half the excess of the approved recurring expenditure over the income from tuition fees reckoned at standard rates.

"Approved recurring expenditure will comprise such expenditure under teaching staff, establishment, rent, taxes, ordinary repairs and upkeep, contingencies and other miscellaneous items (item 1 to 6 and 15 on the expenditure side of the financial statement. Appendix F) as the Director considers reasonable.

2. "In addition to the amount payable under sub-rule 1. The management will also be paid a grant equal to:—

(a) The loss in fee income on account of the award of fee concessions under rule 92 of the Madras Educational rules, and

(b) half the expenditure incurred on scholarships and fee remissions up to a limit of 10% of the fee income reckoned at standard rates provided that the scheme for such scholarships and fee remissions has received the prior approval of the Director.

3 "Registered managements of schools will be allowed to retain any profits they may make during the year subject to the condition that the money thus retained is not allowed to accumulate but is spent with the approval of the Director on improvements of the school"

A STUDY OF THE REPLIES

The replies from Municipal and Board schools are not complete in that many of them fail to give information under the different heads of income and expenditure. Of the 31 aided institutions only 28 give full particulars Analysing these replies it is found that schools with a strength of 750 and more do not get any appreciable help from Government, by way of teaching grant Schools with a poor strength get a decent share of help from Government. Thus in 5 institutions whose strength exceeds 700 Teaching grant from Government ranges from 0 to 7% of their total expenditure. In 5 institutions with a strength 500-700 the grant ranges from 10 % to 20% of the total expenditure. While in the institutions with a strength below 500 the grant ranges from 15% to 40%. The following table gives the Expenditure on Aided secondary schools for the year 1930-31 and the percentage of Government grant to total expenditure.

	No. of Aided schools.	Total expenditure. in Rupees	Grant. in Rs.	Per cent of Govt. Grant to total Expenditure.
Boys	260	47,21,374	8,80,065	18.5 %
Girls	45	6,07,617	1,80,157	29.65%

PROVISION FOR OLD AGE.

Though the committee was not asked to report on the conditions of service and the provision for old age and retirement in the different institutions, the committee felt that an investigation of the problem of Teachers salaries will be incomplete without an adequate knowledge of this Hence in the questionnaire sent to schools, school authorities were requested to furnish information under these two heads Except one school in all other schools the Government scheme of Provident Fund for teachers is in force. Other than this no provision in the shape of gratuity or super-annuation pension is made But one school under aided non-mission management offers a gratuity to teachers on retirement:—3 months pay for 15 years service, 4 months pay for 20 years service, 5 months pay for 25 years and 6 months pay for 30 years service.

In one Municipal school, a pension scheme is in force.

LEAVE RULES.

In all schools under local and Municipal boards the fundamental rules regarding leave are in force. But in the 31 aided institutions the rules regarding leave are far from satisfactory Two schools report "no provision is made for leave". All other schools provide for casual leave ranging from 10 to 15 days in the year. 6 Schools report definitely that no provision is made for sick leave. 13 schools report some provision for leave during sickness, 22 schools do not give any reply to this part of the question. 2 schools provide for 15 days leave on half pay 2 schools provide for a month's leave on half pay. Three other schools provide for medical leave for 3 months in a year on half pay. In 3 institutions sick leave is granted

to its employees but this grant of leave is not governed by definite rules. Each case is considered on its merits and the authorities say 'no hardship is felt' Two of the aided schools follow fundamental rules

A SUITABLE STANDARD SCALE OF SALARIES

In fixing suitable scales of salaries for various grades of teachers it should be remembered that every teacher should be paid at least as much as it will cost him to live at the minimum standard necessary to maintain and improve his efficiency. This statement applies even to teachers with the minimum qualifications required by the Educational rules. In the enquiry on the economic condition of teachers in the City of Madras conducted by Mr. V Bhuvarahamurthi, M.A., it is found that the average strength of a teachers' family is 1.6 men, 1.6 women and 2 children or converted into adults 4.9 adults and that the minimum of subsistence for a teacher of the middle class with this family is about Rs 55 in the city of Madras But no teacher will be able to do his work if he is provided only with the minimum of subsistence for, "a family living upon this income (in Madras) must never spend an anna on tramfare or bus; the members of this family must never visit their native places; they must never purchase even a cheap newspaper; they must write no letters; use no soap for they cannot afford that expense; they must never spend a couple of annas for any religious service, they must not indulge in betel chewing; entertaining guests, performing religious ceremonies; they must not become members of any professional organisation because they cannot afford the necessary subscription. Their children must have no pocket money for dolls or marbles or sweets; the mother must never buy any pretty cloth for herself or for children, the character of the family wardrobe being governed by the regulation, 'nothing must be bought but that which is absolutely necessary for the maintenance of Physical health and what is bought must be of the plainest and must be of economical description' The chief member should never fall ill and his wife should not give birth to children and his house should remain an utter stranger to domestic festivities."

Therefore it must be realised that the minimum desirable standard of living for teachers must include more than the bare necessity of food, clothing and lodging. To maintain and improve his efficiency, the teacher must provide for savings, professional study, cultural development and certain conventional luxuries. In the course of his investigation Mr. V. Bhuvarahamurthi has found that the cost for such expenditure will come to Rs. 17 in the city of Madras Hence the standard of living for a teacher of the middle class must be Rs. 72 per month in the city of Madras A teacher of minimum qualifications required for a teacher's post must hope to get his salary at least after some years, say, on the 7th year of his service and unless there is a reasonable prospect of this salary rising by reasonable annual increments, for a further period of seven years, it will not be possible for the teacher to have decent savings so that he may retire when he feels his efficiency decreasing.

Now it is essential to provide adequately for the teachers whose qualifications are far above the acceptable income Additional experience fit these teachers to render an increasingly valuable service This increased value must be recognised in the salary scale It is not sufficient that capable young people are attracted to the profession of teaching It is essential that competent teachers should be retained over long periods of service and that they may be enabled and stimulated to develop to the limit of their capacity. This is not possible unless the upper levels of the salary offer the opportunity for genuinely cultural living. Above all, the income of a member of any profession should correspond closely to the relative value to the services which the profession renders to the society. It is impossible to assess exactly the services rendered by the teaching profession but all concede that it is the noblest of professions. Few will question therefore, that the services of teachers should be rated on a level with other professions like Law, Medicine and Engineering. Yet the analysis of the scales of salaries for the different grades of teachers in the several institutions under different types of managements and the actual salaries drawn by the teachers show that adequate appreciation of their services has not been made.

One other consideration should be made in fixing a standard scale of salaries In our presidency fees constitute the main source of income. Out of the total expenditure Rs 47,21,574 on the 260 aided secondary schools for boys, Rs 27,04624 is met from fees or 57.25% of the total expenditure is met from fee income. Government contributes 18 5% while the rest (24.25%) is met from endowments, subscriptions and other sources In aided girls' schools out of the total expenditure of Rs. 6,07,617, 1,22,140 is met from fee income or 20% is met from fee income. Government contributes 29.65% and 50 35% is met from endowments, subscriptions and other sources In the present economic condition of our presidency, the fee income cannot be improved to any considerable extent in the near future. Schools in rural areas generally have a

poor number on rolls; it never exceeds 500. In Municipal areas, the strength is usually higher. In large cities, schools with a strength of 750 and over are very common. At the same time one should recognise that in cities the cost of living is generally higher due to high rents, high prices of such articles as vegetables, milk, ghee, etc., than either in rural areas or even in Municipal areas.

Taking all these into consideration the committee suggests that the schools may be divided into three classes. Viz., class I, class II, and class III, according to the area in which the school is situated taking into account the strength of the school. Schools in large cities like Madras, Trichy, and Madura may be put under class 1, while schools in the lesser Municipalities like Coimbatore, Bezwada, Vellore, Cuddalore, Tanjore, Tinnevelly, etc., may be grouped under class II while schools in rural areas may be grouped under class III, the classification being so modified as to give credit to the strength of the school; schools in backward areas where an adequate supply of teachers will not be available, may be included in a higher class than the one to which they would otherwise belong. The following scales of salaries for the different grades of teachers for the 3 classes of schools are suggested after careful weighing of all the considerations mentioned above.

	Class I schools.	Class II schools.	Class III schools.
Headmaster.	L. T. Grade Plus Rs. 50 allowance.	L. T. Grade Plus Rs. 40 allowance.	L. T. Grade Plus Rs. 30 allowance.
L. T.	85-5-160	75-5-150	70-5-145
Secondary Grade.			
Inter. or F. A.	65-3-110	60-3-105	55-3-100
S. S. L. C. or Matric.	55-3-100	50-3- 95	45-3- 90
Qualified Pundits.	55-3-100	50-3- 95	45-3- 90
Qualified Instructors.			
Drill and Drawing Instructors	45-3- 90	40-3- 85	35-3- 80
Manual Training and Com. Instructors	50-3- 95	45-3- 90	40-3- 85
Clerks	40-3- 85	35-3- 80	30-3- 75

Side by side with the problem of a standardised scale of salaries is the question of leave rules. In every department provision is made for the sickness of its employee The teacher is a human being and it is perfectly natural that in the course of his service he falls sick. To compel him to work in school during his sickness is doubly injurious. It is harmful to his health. It will be ruinous to the pupils Stringent rules in this regard, will compel the teacher to be attending to his duties with disastrous effects. It is therefore necesary that liberal leave rules should be framed and managements must be compelled to adopt them. It must be noted here that it is a pernicious and novel clause found in some agreements with teachers, that the teachers shall get the full salary or *a proportionately reduced amount per month during the vacation according* as he has worked for the full period July to March inclusive or a shorter period. We therefore suggest that in aided institution also the fundamental rules regarding leave be adopted.

The last question in the resolution relates to financial commitment of Government in the event of Government bearing all incremental charges on teachers on the standardised scale.

Assuming that it implies that the management is to bear the cost of the minimum salary while the Government has to bear all excess above the minimum it is found that the annual increase in salary according to the scale proposed for the 1st year of an L. T. Assistant is Rs. 60. Secondary Grade Rs 36 and for Pundits and Instructors Rs. 36.

From the report of the Public Instruction in the Madras Presidency for 1930-1931 vol. II, it is found that there are 1301 graduate trained teachers, 2263 secondary grade trained teachers, 571 trained teachers of other grades (pundits, Instructors, etc.,) The incremental charges on these teachers for one year will be 1301×60+(2834+571)×36= Rs. 1,79,000. To this must be added the incremental charges on the 357 untranied graduates and 775 untrained teachers of other qualifications should they all be replaced by trained teachers. This would come to Rs. 357×60+775+36=Rs 49320. Hence the total of increase in the salaries of all teachers in the 1st year of the introduction of this scale will be Rs. 1.79 + .49=Rs. 2.28 lakhs or the average cost under this head with the scale extending for a period of 15 years will be 20.07 lakhs.

If we assume that the normal period of service of a teacher extends to 32 years, the average cost

under this head will be 44 lakhs. This would be the actual cost in 16th year after the adoption of the scale.

It will be seen that according to the present Grant-in-aid Code, the question of Government bearing all the incremental charges does not arise. If the Government makes the adoption of a standardised scale of salaries for teachers in aided schools a condition of recognition and comes forward to share incremental charges with the managements there would then obtain a greater measure of Government control over salaries paid to teachers and their tenure. The managers may be made to pay a fixed contribution towards the salary of each teacher on the staff reckoned for grant and such contributions might be a definite fraction of the mean salary received by a teacher over a period of 30 years. The excess of fee income over the standard rate might also be deemed to make up a part of manager's contribution. If this principle is accepted it could be shown that the cost to Government would come to 7 or 8 lakhs (and not 20 lakhs) in the 8th year after the new scheme comes into operation. It must be noted that this expenditure will be actually incurred only on the 8th year.

The scope of this enquiry does not extend to a consideration of the Grant-in-aid Code or of the larger question of school finance. But we are of the opinion that if effect be given to the scale we have suggested the total expenditure on salaries will not be too high to be met by school boards and Government.

In conclusion the committee desires to thank the various school authorities and secretaries of Teachers' Associations and Guilds for the help they have rendered in furnishing it with the materials. It is to be regretted that in our investigation of such an important problem, only about 80 schools should have sent their replies. Without the full measure of co-operation from all institutions, it is impossible for a non-official body like the South India Teachers' Union with slender resources to conduct an enquiry of any magnitude. The committee therefore is very thankful to the different managing bodies that has responded to its request for information. It should also be recorded that the committee received valuable assistance from Mr V. Bhuvarahamurthi, M.A., in studying answers to the questionnaire and in preparing the report

S. Srinivasa Aiyar
K S. Chengalroyan,
S. Natarajan
A. S. Venkataraman

PRINCIPAL CONTENTS FOR JUNE.

MORAL AND RELIGIOUS INSTRUCTION by Prof. A. R Wadia, Acting Director of Education, Mysore

MORAL AND RELIGIOUS INSTRUCTION IN SECONDARY SCHOOLS by Mr. A. V. Kutti Krishna Menon, Principal Zamorin's College, Calicut.

EDUCATION OF GIRLS AND SOCIAL EFFICIENCY by Miss Paranjoti.

THE PSYCHOLOGY OF PUNISHMENT by Mr. B. K. Naidu of the Mysore University

PHYSICAL EDUCATION IN THE MADURA DISTRICT BOARD by Mr. P. S. Easwaramurthy Pillay.

INTELLIGENCE TESTS by R. M. Savur Esq., District Educational Officer, Madura.

ENGLISH IN SECONDARY SCHOOLS is the special theme for our July issue.

The 3rd Geographical Conference

PRESIDENTIAL ADDRESS

BY

DR. A. L. NARAYANA M.A., D.SC.,

Ladies and gentlemen,

I cannot adequately express my sincere thanks for the honour you have done me by electing me President of the Geographical Conference this year. When the Secretary wrote to me about it in March, my hesitation was great. With a good deal of difference I agreed to accept the honour, the principal reason for accepting was that I felt that Geography is in recent years considered to be essentially a Physical Science and that this Conference would give a unique opportunity for urging certain considerations on the students and the public. I venture to hope that with your goodwill and co-operation we would bring the session to a successful close.

First of all I want to thank you for your very flattering words and for your kindly reference to myself and my work. Naturally it has given both my colleagues and myself much pleasure to find that what we have done has won your approval. Irrespective of what repetition it may involve I should also like to pay a tribute to the Secretary of the Association, Mr. Subramaniam. Generally it turns out largely on the Secretary whether a society remains stationary or advances in numbers and influence. I do most heartly congratulate him on the flourishing condition in which the Association finds itself to-day and hope that under his able guidance the Association would ere long grow from the lusty infant of to-day to a sturdy man.

In this gathering I would make no defence of the study of Geography as a valuable and legitimate activity of a University. It has been done on previous occasions. It is high time that the Government and Universities in India recognise the great importance of the study of Geography as a science in schools and colleges.

Throughout the civilised world scientific processes and methods are affecting the arts and industries to an extent which is probably not realised by average man. While in the field of commerce and politics the relative merits of protection and free trade form a subject of lively and acrimonious debate, men trained to observe the phenomena of "Nature" are patiently studying her ways and making new discoveries.

We have in India mines, forests, natural gas fields and agricultural lands and resources still untapped and we have millions of horse power in our water falls undeveloped. The Geographical Association has much to do in these different fields by exploring the possibilities of different districts. We should do all we can to impress on the public the magnitude and importance of these studies.

It is customary for a President to deliver an address on a subject with which he is specially conversant. I have neither the desire nor the time to try your patience by reviewing the work of the Geographical Association since its inception. In this address I intend to place before you a brief resume of the Meteorology of Madura District and a summary of the work of the Kodaikanal observatory.

Madura District covers an area of nearly 5,000 sq. miles with a density of population of slightly over 400 per sq. mile. The distribution of population throughout the district is not even but varies from about a 100 per sq. mile in Kodaikanal taluk to more

than 1,000 per sq. mile in Madura, the Capital of the District. This uneven distribution is because of the differences in the fertility of the soil and geographical situation. The district can be divided into well-marked natural divisions according to different general physical features. No part of the district is within 50 miles from the sea coast and as such the whole district has a climate typical of an inland station. Nearly half the area of the district is hilly and highest elevation being a little over 8,200 feet. Widely differing elevations show a variety of climate as an evidence of which the flora and the fauna of the district are characteristic of different climates. The many ranges of hills as the Palnis, the Nagamalais, the Sirumalais, etc., not only make the country picturesque but also make the valleys fertile on account of the over-flowing small streams that take their origin in the hills. Moreover, on the hill tops and the slopes valuable timber and fruit gardens are found in abundance.

The economic development of a country depends upon various factors, geographical situation, the climate, and its natural resources, each of which has its own importance Madura district is very well situated geographically with a system of rivers which irrigate the land, thereby increasing the agricultural prosperity of the district. The climate of the district is equable with an adequate amount of rainfall. As regards the natural resources though the district is not rich in minerals the agricultural and forest produce are in plenty.

I shall now deal in detail about the climate of the district. There are at present two stations in the district recording daily meteorological elements viz., Madura and Kodaikanal. The former station represents the climate of the plains of the district, the latter that of the hills. Not far from Madura there are other meteorological stations, viz., Coimbatore to the north-west, Trichinopoly to the north, Pamban to the south and Trivandrum to south-west. A comparison of the meteorological records of all these stations gives a fair idea of the climate of the district as a whole. Coimbatore and and Trichy are inland stations like Madura; Pamban and Trivandrum the former on the east and the latter on the west-coast of the peninsula serve to bring out the differences in climate between the inland and coastal stations.

The most important meteorological element which is useful for weather study of any place is the "atmospheric pressure." For a climatic study it is not so very important as pressure and its variations are far too small to be sensible to human systems. The mean monthly and annual pressures corrected for temperature, sea-level and gravity are very nearly the same for the three stations Madura, Coimbatore and Trichinopoly, and so their comparison is not necessary. The meteorological element to which the human system is most sensitive is temperature. The range of temperature during the day depends chiefly on the dryness of the air and the clearness of the sky. In a coastal station the range of temperature is smaller than in an inland station and as a rule is greatest in dry spring months and least in the rainy season. It is found that the mean monthly range of temperature is greater in the three inland stations than in the coastal stations and also that the difference between the maxmium and the minimum range is also greater in the inland stations.

An examination of the graph giving the mean monthly temperatures of the five stations under consideration shows that the curves of Trichy, Madura and Pamban are alike and those of Coimbatore and Trivandrum are different. The maximum mean temperature is reached at the first three stations in May while it is reached at the latter two stations in April. While the damp south-west monsoon winds have already brought down the temperature in Tri-

vandrum on the west coast and in Coimbatore which is at the entrance of the Palghat gap in April only, the high summer temperatures persist in Trichinopoly and Madura till the end of May. It is only after the fall of monsoon rains that the temperature comes down in Trichinopoly and Madura. The difference between the highest and the lowest mean temperature is lower in the coastal station than in the inland station. Of the three inland stations the difference is lower in Coimbatore than in Madura and Trichinopoly. (This is because of the influence of the south-west monsoon and of relatively high humidity.) The temperature of Madura stands midway between that of Coimbatore and Trichinopoly.

Though the mean humidity of the year is the same in all the three stations the monthly values vary. The humidity in Coimbatore is higher than the mean annual value from June to December i.e., from the onset of the south-west monsoon till the end of north-east monsoon. In Trichinopoly and Madura humidity increases in October and drops down in February. Table B gives the humidity of the three stations.

The rainfall of the district is neither too much nor too little. The average annual fall for the whole district is about 36 inches but in places it is as low as 26 inches and on the hills about 64 inches. The district gets rain both from south-west and north-east monsoons.

It is a well-known fact that the general circulation of the atmosphere is originated and maintained by the difference of pressure in different latitudes and pressure is determined by the temperature of the whole air column. The principal features of the structure of the atmosphere and the sources of information available for the study of the temperature up to a height of 180km. (90 miles roughly) are shown graphically in this figure (Slide.) The figure shows the vertical distribution of pressure and density at various levels. From the ground surface up to about 12km. there is a fairly uniform decrease of temperature with height of about 7° c per K. Above this level temperature remains practically constant at 50°c up to greatest heights reached by the flights. It is therefore believed that the atmosphere consists of 2 distinct layers the 'troposphere' where the temperature decreases with height and 'stratosphere' where temperature is practically constant. The depth of the lower layer as well as temperatures of both layers varies latitude to latitude Only in the region of 'troposphere' is it possible by mechanical mixing for clouds and rain to be formed and the practical meteorologist who is mainly concerned with the processes of weather is mostly concerned only with the troposphere. The shape of the earth necessitates that the amount of radiation should vary from latitude to latitude. This difference of radiation sets up temperature differences which in turn set the air in motion. If the solar radiation changes there would be a change in all the important factors affecting the climate of the earth. The annual solar radiation values show a 11 year period just like the sun spot numbers though it is not such a dominating period as in the case of spots. In their attempts to find the possible relationships between the solar cycle and weather conditions on the earth many investgiators have published a number of papers. It would appear that within the tropical belt of the earth between 30° N and 30° S there is a distinct tendency for the temperature to rise and atmospheric pressure to fall, with increased solar radiation. An increase in the solar radiation is generally accompanied by

1. an increase in temperature in all parts of the world

2. an increase in temperature difference between equator and the poles

3. an increase in the general circulation of the atmosphere i.e., a general strengthening

of trade winds, monsoons, cyclonic storms, etc.,

4. an increase in cloud amount and corresponding increase of rain.

All the various manifestations of energy either from coal, water power, or wind power can be traced back to the sun. The primitive man was fully aware of what all he owed to the Sun and his first duty waking in the morning was to bow down and offer prayers to the Sun. The blind faith of the primitive and the analytical and enquiring spirit of the scientist both lead to the same view point i.e., the supreme importance of the Sun to the life on earth.

The Solar Physics Observatory at Kodaikanal was founded in April 1899 after Mr. C. Michie Smith had tested the suitability of all the hill stations in Madras Presidency. The conditions at Kodaikanal for solar observations are excelled at few, if any, of the observatories in the world.

The work of the observatory since its foundation has been almost entirely devoted to the study of the physical constitution of the Sun, of the solar disturbances and solar phenomena in general. For the elucidation of these problems many highly specialised instruments, which are not to be found elsewhere in India and at few Observatories in the world, are in regular employ. Besides observing and photographing the general surfaces of the sun with its sunspots, it is possible by means of the special instruments to obtain photographs of the sun in monochromatic light, the light generally chosen being that produced by Calcium in the Sun or that produced by hydrogen. Photographs so obtained reveal remarkable features of the Sun which are quite invisible in ordinary photographs of the Sun's surface; those taken in Calcium light exhibit principally extensive outbursts around sunspots, while those in hydrogen show irregular dark lines or patches. The instrument is also used to photograph prominences which can only be seen with the naked eye during a total eclipse of the Sun. Besides routine work, researches on special problems are undertaken. In recent years extensive studies have been made on the minute displacements of lines in the solar spectrum, compared with the spectra produced in the laboratory.

Under an International scheme organised by the International Astronomical Union, Kodaikanal has been made the Central Station for collection of photographs of prominences both bright at the Sun's edge and dark on the Sun's disc. This Observatory has made itself responsible under this scheme for publishing statistics of the Sun's activitiy as shown by prominences

Besides recording and publishing a large amount of data relating solar activity on many of its features, the results of researches carried out at Kodaikanal have been published in Observatory publications or read before learned societies and their importance rapidly brought the Kodaikanal Observatory to the forefront as one of the leading Solar Observatories in the world.

The merest glance at the volumes of the publications of this Observatory and those of the Indian Meteorological Department shows not only contributions of outstanding merit but reveals the manner in which science is disentangling the mysteries of Nature.

Now I have finished and have referred in a cursary way to the part played by science. I have great pleasure in declaring the Conference open.

EDUCATIONAL NEWS BULLETIN

[Issued under the auspices of the All-India Federation of Teachers' Associations by the association of the Editors of Educational Journals in India, 41, Singarachari Street, Triplicane, Madras.]

No. 5] [May 1932.

PUNJAB.

As a result of interpellations made and subsequent debates held during the recent session of the Punjab Legislative Council and the general opposition of the public, the Punjab Government (Ministry of Education) have withdrawn their notification according to which the Vernacular Final Examination was intended to be made compulsory for all Middle schools of the Province, both Vernacular and Anglo-Vernacular. It was contended that the boys of the 8th class of the Anglo-vernacular Secondary schools were too young (ages 13-15) to stand the ordeal of a departmental Examination.

2. The Annual meeting of the Punjab Library Association was held on the 29th and 30th of April, 1932, with Lady Abdul Qadir as Chairwoman and Mr. A. C. Woolner, Vice-Chancellor of the Punjab University, as its President. Besides important resolutions bearing on the use of Libraries as great factors in the education of the masses, papers were read on allied subjects.

3. Under the auspices of the Punjab Teachers' Association the work of starting District Teachers' Associations is running apace. Upto this time District Teachers' Associations have been started at Lahore, Rawalpindi, Ludhiana, Gujaranwala, Karnal and Lyallpur and it is hoped that before long District Associations will be inaugurated at Amritsar, Sialkot, Ambala, Multan, Ferozepore and Rohtak.

4. A sub-committee of the Punjab Teachers' Association was specially appointed at the last session of the Conference to try experiments in certain educational methods in collaboration with the Institute of Experimental Education, Foreman, Christian College, Lahore. The following items have been chosen for experiments for experiment in creative literal ability for the 1st year class and High schools.

Experiments in silent reading instruction in the teaching of English in the Primary stage, and in the teaching of Geography through maps.

5. Principal P. Seshadri, M.A., of the Government College, Ajmer, has been appointed one of the members of the Punjab University commission, which is to sit up for inquiry in October next.

6. The Ministry of Education, some time ago, issued a notification to the effect that "Government College and High school scholarships will be tenable only in Government and Board Colleges and schools, provided there are such institutions in the town in which the scholarship winners reside or as near their homes as any recognised institution under private management" and another according to which sons of parents having an income of Rs. 2,000 a year would not be awarded scholarships if they happen to win any, and in place of them sons of poor parents would be awarded scholarships. It was also stated in the latter notification that the scholarship holders from the well-to-do classes would receive certificates of Merit

only. Of the two notifications the former has been rescinded. It is desirable that the other also should receive the same treatment.

INDORE.

The Proprietors of Messrs Sobharam Gambinmal of Indore had set apart a sum of Rs. 75,000 for the purpose of opening an industrial school at Indore. They have executed a trust deed and appointed a body of trustees.

GWALIOR.

At the Annual General meeting of the members of the Sardar school association held under the Presidentship of Sardar Anand Rao Saheb Gujar, several questions regarding the improvement of the school was considered.

BOMBAY.

Close on the centenary celebration of the Wilson College, Bombay (referred to last month) reached here the sad news of the death of Rev. D. Mackichen, Ex-principal of the College. Rev. Mackichen was a prominent figure in the University of Bombay and was one of the few recepients of the LL. D degree of this University. As Principal of a big non-Government College, member of the Syndicate of the Bombay University and for some time its Vice-chancellor, Rev. D. Mackichen exercised considerable influence in the moulding of the University and his absence has been keenly felt since his retirement a decade ago. But Rev. Mackichen will for long be remembered chiefly as the great Principal of the great college. He served Wilson College for forty years and in all this time he enjoyed the confidence and love of his students to an unparallaled degree.

Schools and colleges are now closed for the summer vacation. The University and other examinations are over and every body is looking for a period of rest before taking up the reins again in June. Some however believe in the maxim that "Change of work is rest" and one of these persons is Principal S. R. Tawde of the Primary Teachers' Training College, Poona, who is conducting a Refresher course for Primary teachers. More than a hundred teachers have registered their names for the course which is a distinct indication of the craving of teachers to know more of the art and science of teaching. A refresher course is also arranged at Kothapur.

About eighteen years ago the examinations of the Bombay University were all held in November. From 1914 March and April have become the months of examination. Even when the change was made it was disapproved by many and there has ever since been a strong demand to revert to November again. March and April are hot months and it is contended that it is cruel to compel the students to sit at the desks continuously for six hours, under the heavy strain of examination, often scorched by hot breeze. Recently, however, a new arrangement in favour of the change from April to November is making its appearance. The B.A. results are declared in the middle of June and some of our bright students who seek admission to the British Universities for higher studies find it difficult to secure admission in time to enable them to leave the shores of India in September. Owing to the rush of students in British Universties they do not like to risk a journey to England in the absence of an assurance of admission and have often to lose a year. It will be a great convenience to this class of students if the Degree (and other) examinations be held in November and the results are out in December or January.

Sir Purushothamadoss Thakurdas of Bombay has set aside a big sum for providing buildings for Primary schools in Surat District. If a village school is found to be in need of a building, he could offer two thirds of its cost if the villagers collect the one third and the Government allows the use of land free of revenue. So far Sir Puru-

shotamadas has paid a large amount in this way and one such building at Pal was recently declared open by Mr. W. Grieve, the officiating Director of Public Instruction. The example is likely to be imitated by the merchant princes in other districts.

Last year the secondary schools in this Presidency escaped the blows of the retrenchment axe—thanks to the championing of their cause of the D.P.I. Mr. R. H. Backett; but this year they have received notices to be prepared for a five percent cut in March next if that be foud necessary.

BENGAL.

Mr. G. S. Dutt I.C.S., District Magistrate is very keen in introducing Folk songs and Folk dances in the schools of Bengal Recently he arranged an exhibition of such dance and song in Gaulstaun park, Calcutta. The most prominent part was taken by some teachers and students of the Sultanpur High School.

2. The childrens' Fresh air and excursion society will complete its second year in June next. Hon'ble Mr. Justice Manmathanath Mukherjee is its President and Mrs. Hemlita Mitter, the wife of Dr. Mriedralal Mitter, M.D. the well-known surgeon is the honorary General Secretary. The aim of the society is "to give facilities for holiday excursions or outings in health resorts to school going children between 10 and 16 years of age whose parents are unable to afford such facilities." The society thus intends to give relief to the poor middle class, who cannot afford to look after the health of their children. Last year a batch of 50 students from different schools was sent to Theria and 80 to Balasore under the care of some veteran teachers. The girl students were sent to Guridik About two thousand rupees was spent by the society for this purpose. The society proposes to send a large batch of poor students to Puri during the next summer vacation.

3. The work of the Teachers' Physical training camp at Rajhahi organised by the All-Bengal Teachers' Association will commence from the 19th May. Mr. J. Buchanan, Director of Physical education. Government of Bengal has promised to go there personally to help the work of supervision. Fifty teacher candidates have been selected for training.

4. Government of Bengal has reduced the direct grant to secondary schools by fifty eight thousand rupees this year.

MADRAS.

1. The Madras Provincial Educational Conference was held on the 12th, 13th, 14th May. A special feature of this Years' Conference was the holding of a Physical Education Conference. The occasion was availed of for the formation of a Provincial Physical Education Association which will shortly be affiliated to the S. I. T. U. The pandits present at the conference have also organised themselves into an association and held their 1st conference which was presided over by Mr. S. K. Devasikhamani. The Geographical Association, Madras which held its conference along with the Provincial Educational Conference, conducted a refresher course in geography for secondary grade teachers. The Reception Committee had organised a refresher course for elementary teachers which was attended by over 500 teachers from different parts of the Tamil Nad. Mr. S. Jagannathan of the Model school Saidapet was in charge of this course. The conference passed several resolutions the chief of them relating to the appointment of two Committees. One of them is called upon to investigate and report on how best the present relation between the various agencies in charge of education and the Government could be transformed into one of partnership and how the need of more liberally financing the existing schools by changes in Grant-in-aid code may be effectively pressed on the Government. The other is an influential Committee for doing propaganda for the im-

mediate adoption of the mother-tongue as the medium of instruction and examination in all non-language subjects.

2. The Director of Public Instruction, Madras, has recently circularised heads of elementary and secondary schools that as medical inspection of school children as at present conducted has not been productive of any good result the Government has decided to stop the medical grant at least till the present financial stringency lasts.

3. 'That the headmaster of a school has no inherent power or right to impose a fine on a pupil of the secondary school for any misconduct and that the imposition of a fine is illegal', was maintained by his honour the Registrar of the Court of Small Causes, Madras, in the course of his judgment in the suit by the parent of a pupil against the headmaster of the school where the pupil was studying. It was allleged that the plaintiff's son, while writing the half yearly examination in Dec. 1928, was found to have inserted papers brought by him from home and that thereupon the headmaster fined him Rs. 5. It was contended that the pupil was not guilty of any such misconduct and that the headmaster had no authority to impose a fine. The suit was also for the recovery of the fine which had been paid under protest. His honour after going into the merits of the case held that there was nothing in the rules to warrant infliction of a fine.

S. I. T. U. PROTECTION FUND

Receipts.	Rs as. p.	Rs as p.
Opening Balances:—		
M. T. G C. S Ltd F. D A|c	7,900 0 0	
P. O. cash certificates @ c.p (F V. 10,000)	7,500 0 0	
1935—6½% Treasury Bonds	3,500 0 0	
Indian Bank S|B A|C	128 0 4	
Madras Provincial Co Bank Prudential Deposit A|c	372 9 0	
M T. G C S Ltd. Current A|c	362 8 4	
P. O. S|B. A|c	3 12 0	
Postal stamps on hand	4 14 6	
Contingent advance (with Secretary)	5 0 0	
		19,776 12 2
Fixed deposits Matured		2,200 0 0
F. D interest		186 0 0
Registration Fee A|c		107 0 0
Annual contribution		709 0 0
Annual Subscription		721 0 0
Fixed calls		2,058 0 0
Suspense A|c		593 5 0
Fines		29 4 0
S. I. T. U A|c		9 8 0
Registered notice charges recovered		1 4 0
		26,391 1 2

(Sd) R RAMAKRISHNAN,
Hon. Secretary.

Payments.	Rs. as. p.	Rs as. p
Furniture A|c		52 0 0
Printing A|c		120 10 0
Stationery A|c		10 15 6
Postage A|c		30 5 6
Travelling Allowance A|c		37 6 0
Honorarium A|c		150 0 0
Salary A|c		50 0 0
Contribution to S I.T. for 1932		50 0 0
Contingencies A|c		8 15 0
Suspense A|c		529 15 0
S I T U.		6 0 0
Prepayment—adjusted for this year		111 0 0
Fixed Deposits		5,200 0 0
Closing Balances:—		
P O cash certificates	7,500 0 0	
F D with M T G C. S Ltd	7,900 0 0	
1935 6½% Treasury Bonds	3,500 0 0	
Indian Bank S|B A|c	274 0 4	
Madras Provincial Co. Bank Prudential Deposit A|c	372 9 0	
M T. G C. S. Ltd current A|c	473 3 10	
P. O. S|B A|c	3 12 0	
Postal stamps on hand	3 9 0	
Contingent advance (with Secretary)	6 12 0	
		20,033 14 2
		26,391 1 2

Examined and found correct.
(Sd) T S VISWANATHAN, G.D.A ,
Public Accountant and Auditor.

TEACHERS' BOOK SHELF

Report on the working of the Rural Reconstruction Centres run by the Madras Provincial Co-operative Union.

The co-operative movement is finding its own limitations in the light of its experience of nearly 28 years of its working. Co-operators have now realised that they have taken too narrow a view of the scope of the movement in concentrating attention only upon borrowing and lending. They have come to realise that all the money they were able to save for the benefit of the raiyat by getting him cheap credit was not always retained by him, because the buyers cheat him in the matter of price for the produce which he has to sell and the seller of his requirements always make him pay heavy prices. Moreover, no attention was paid to increasing his productive capacity by improvement of agriculture, or by teaching him to have some side occupation during the off season of the year. When even these obvious things were neglected, no wonder the deeper things of life such as altering his general attitude towards life, making him enterprising and self-reliant and not a victim to old superstitious and costly customs, no wonder improvements on these lines were completely neglected. Rural Reconstruction is the comprehensive name given to the modern movement which attempts at taking a synthetic view of the agriculturists life and makes co-operation play its part along with the activities of the various nation-building departments, all engaged in the amelioration of the present condition of the raiyat.

The report of the Provincial Co-operative Union about the Rural Reconstruction work which has been carried on in 8 centres with the help of the subsidy given in its behalf by the Provincial Co-operative Bank and by various district banks is an interesting document. We find that political and economic conditions through which the country has been passing did have their repercussions upon this movement as well. We also find that in such centres where there was a real man willing to devote his time and attention to this cause the work was a great success, as at Alamuru in East Godavari under the guidance of Mr N Satyanarayana and at Lepakshi in Anantapur under Mr. Ramachandra Rao, B A., B.L., who has sacrificed his career at the bar and taken up this act of service. The report also traces the development of the idea of Rural Reconstruction and contains the scheme of Mr. V. Ramadas Pantulu and the instructions which the Provincial Co-operative Union gave to its workers in the various centres in the matter of preliminary survey

Members of the teaching profession who are intimately connected with the co-operative movement in many parts of the presidency and who have joined the movement for the opportunity it affords for sacrifice will find this leaflet an inspiring reading. While congratulating the Provincial Co-operative Union on the good work done, we would like to draw the attention of the authorities concerned to two points, firstly, the workers must be made to study what we may call the artistic atmosphere and the inheritance of the place and try to develop that and make people proud of their past and make them travel to prosperity along well-known tracts. The workers will do well to read the inspiring article on Rural Reconstruction contributed to "Co-operation in India" by Mr. V.N. Mehata, B A., Bar-at-Law, I.C.S., Commissioner of Benares Division, who was responsible for starting a Rural Reconstruction Centre at Benares and who wrote about that subject with sympathy and insight. There is no trace of any such survey of the literary atmosphere and inheritance of the place and an attempt to garner up the accumulated wisdom as is revealed in the proverbs current amongst the people and in their folk songs and annual festivals and ceremonies. Secondly, the whole movement seems to be something imposed upon the villagers from outside. We admit that in the initial stages, the stimulus should be from outside, but it must, in due course, elicit a response from within. Except in the centre at Alamuru other centres are found deficient in this response. From the accounts given, it is not at all clear whether the villages come forward to shoulder a portion, however infinitesimal it may be, of the financial responsibility involved in the scheme, which is intended ultimately for the benefit of the villagers themselves. The aim of the Rural Reconstruction worker should be that of a good teacher, that is, to withdraw himself as early as possible making his pupils able to help themselves. We commend these suggestions to the authorities of the Provin-

cial Co-operative Union and to the workers of the Rural Reconstruction Centres.

S. K. Y..

A Junior Regional Geography by A. M. Druitt, Principal of St. Mary's S. P. G. High School, Rangoon. Longmans Green & Co., Ltd.

This book of 117 pages is well printed. There is a good coloured map of the natural regions of the world on opening the book. The book is divided into eleven chapters and deals with the several regions in simple language. There are a number of pictures of animals and scenes. It is a pity that a full treatment of monsoon lands as such or the Himalayan regions has not been given. A few small maps of the world indicating each region in the body of the text itself would be a great help to the pupil.

Outlines of General Geography and Geography of the Madras Presidency (*Tamil*) by K. S. R. Acharya, B.A., L.T., P. N Chidambara Mudaliar, Bros. Madras and Madura.

The book is intended for the use of children in standard V of our schools It is divided into two parts in the first of which ideas regarding the position of the Earth in the solar system; its shape and size and other details are given. The book also treats in an elementary way about the continents and oceans. Part II deals with the Geography of The Madras Presidency in a strictly logical manner One is painfully reminded of the evils of a syllabus unsuited for the children for whom they are intended, the idea of publishers to bring out cheap books (without coloured maps, illustrations of typical natural scenery, good paper, bold print) and the zeal of authors to follow the syllabus rather than write a book suitable for the standard when looking into a book like the present one. Some illustrations (e.g., plan of Madras harbour) are not quite up-to-date in representation of details. It would have been better if some diagrammatic representation of climatic data had been made rather than the statistics on pages 96 and 99.

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1. *School Final Indian History—Hindu and Afghan India* 2 annas 47 pages.
2. *School Final English History—Britain and her invaders*—2 annas 20 pages.
3. *School Final Geography—Australia* 2 annas 24 pages.
4. *School Final Geography—Afrcia*—4 annas 37 pages.
5. *School Final Geography—North America*—4 annas 31 pages

By S. T. Ramanujam, B.A., L.T., and N. S. Narasimham B.A., L.T., E. R. High School, Teppakulam, Trichinopoly.

The authors say that the series is the outcome of actual day to day work in respect of the revised scheme and that the object is to focus attention on essential features. In due time they hope to complete the series and issue comprehensive text-books.

V. K. S.

Review

OUR MAGAZINE.—Vol II No 3. April 1932.

This is an interesting High School Magazine conducted by the Staff and Pupils of the E. L. M. High Schools in Madras, Shiyali and Pudukottah. Besides chronicling the activities of the schools, it contains original articles from teachers and pupils. One is glad to note that the articles from the pupils have some really original remarks. Writing on examinations one of the young authors says, "Examinations encourage the habit of cramming .. .. an examination is not an unfailing test of efficiency .. . and an examination is not a test of moral qualities which are the most important of all."

The Magazine has also a Tamil section which affords interesting reading The staff and pupils of the E. L. M. schools deserve to be congratulated on the issue of this Magazine and it is hoped that it will have a long career of usefulness

S

THE MODERN WORLD by S. A. Pakeman, M.C., M A. (Cantab.), Professor of Modern History, Ceylon University College—Published by Messrs. Macmillan & Co., Ltd.

'The Modern World' is written with the object of acquainting its readers with the way in which the present world situation has come into existence. In a brief space of 300 pages the author has strung together the main political and social threads since the later part of the 18th Century and has made an attractive pattern of the whole. Clear and succinct accounts are given of the European wars, their causes and effects, the experiments of Bolshevism and Fascism, the transition from the idea of the 'Empire' to that of 'Equal partnership in a commonwealth of Nations' and the League of Nations and its work The author has, rightly, drawn pointed attention to the danger into which Western civilisation was brought by the Great War of 1914-1918.

A separate chapter (XV) is devoted to India as a British dependency Obviously, the author has followed the orthodox British Historians' traditional method of interpreting the History of India. Some sweeping generalizations call forth criticism in the

interest of Historical truth. They are here extracted for comment.

1. To begin with, 'the number of different races' is mentioned among others as the most astounding thing about India' Now, the purpose, for which prominent mention is made of such things, is to impress upon the reader 'that all kinds of most difficult problems have to be solved' before 'the Government of India by Indians can be satisfactorily accomplished'. That there is religious conflict in India cannot be denied. But it is mischievious to suggest that there is any race conflict

2. The statement about the Maharattas is inaccurate and misleading 'For a time it looked as if the Hindu-Mahrattas might get supreme; however, they were not united among themselves; *and did not wish to rule, but only plunder or extract tribute from other Indian States*' (page 154.) It is not clear what exactly the author wishes to convey to the reader about the Maharattas in the italicised part. The Maharattas had permanently occupied territory; there is no gainsaying the fact that they ruled over this mostly, wisely and well, in spite of their internal dissensions They claimed and got 'Chouth' from certain neighbouring kingdoms; they did not raid into these territories as long as they received 'Chouth'. It is true that the Maharattas raided into territories other than those that paid the 'Chouth' 'Mulk-giri' is the word used for denoting such raids It was a political ideal and a common feature both to the Maharattas and the Mussalmans. The former stopped short with plunder while the latter aimed not only at plunder but, theoretically at least, at annexation and plunder. In the case of the Mahrattas, such raids had the sanction of the Sastras British Historians either do not understand the Indo-Aryan polity of the times or wilfully overlook it in evaluating Maharatta political theory. It should be recognised that the Maharatta power was exactly similar in origin and theory to the power of the Muslim States both in India and elsewhere (Vide 'Lessons from the career of Shivaji' by J Sirkar Modern Review, June 1919).

3. "The latter (Sind) was occupied in 1843 by a war of aggression, the only war in the history of the Company to which this description can really be given" (page 158). To regard Sind War as a war of aggression even British Historians of India are agreed But the statement that it is the only war which may be so described is a deliberate attempt to gloss over facts. In this respect Indian Historains have a different tale to tell. Be that as it may If a sociologist of the eminence of Herbert Spencer may be relied on for Historical veracity, here is an interesting description of what may mean by 'aggression."

"In China, India. Polynesia, Africa, the East India Archipelago, reasons—never wanting to the aggressor—are given for widening our Empire; without force if it may be, and with force if needful. A resident sent to advise becomes a resident who dictates, appoints a sultan, the most plastic candidate in place of the one preferred by the chiefs; arouses resistance which becomes a plea for using force; finds usurpation of the Government needful; has his proclamation torn down by a native; who is thereupon stabbed by the resident's servant; the resident is himself killed as consequence; then (nothing being said of the murder of the native) the murder of the resident leads to outcries of vengeance and military expedition establishes British rule. (Sociology Vol. I pp. 602-603.)

4. It is gratifying to note that the reader is favoured with a half-tone block illustration of Mahatma Gandhi, but little justice is done to him and the cause he is exposing with non-violence as a creed and weapon The only reference to him and his experiment is contained in the sentence extracted hereunder. "Some Indian leaders like Gokhale and Sir Syed Ahmed Khan did their best to urge the British Government to hasten the development of self-government, while others like Tilak and Gandhi, have gone much further and have opposed the government in every way." (pp. 164-165).

In spite of the above remarks about India, it must be stated that the book is a good introduction to a higher study of modern history. The book contains chapter summaries, references for further study and exhaustive questions. It is neatly got up and adequately illustrated.

G. Srinivasachari.

NEW ERA

The April number of the *New Era* is *a craft Number*. In it are gathered together accounts of experiments in crafts teaching in various types of schools both in Great Britain and in other countries. Craft is an outlet for the need to be doing which is one of the chief characteristics of growing creatures The able teaching of crafts should bring about a trained eye, and a proper correlation between the hand and the brain and that is one of the objectives of New Education The New Era has done a real service in bringing out into one volume a collection of accounts of actual work done in pioneer schools

S.

EDITORIAL

THE MADURA CONFERENCE

The 24th Provincial Educational Conference was an eventful Conference in more than one respect. Having been held at a time, when, pressed by financial stringency Government is pursuing an ill-advised policy of educational retrenchment, the question of retrenchment in education, the question of satisfactory conditions of service in aided schools, naturally dominated the public session of the Conference. But one is glad to note that it did not monopolise it. It had full and thorough discussions on such important questions as the medium of instruction, technical education and the reform of the S. S. L. C. The President, Mr. V. Saranatha Aiyangar in his thoughtful address made a masterly survey of the whole field of education. He maintained that Government should be urged "to take up the direct or indirect management, as distinct from the subsidising, of school education in all its parts as a permanent obligation" and following his suggestion a strong committee has been formed to examine the method of gradually transforming the present relation between the Government and the several private agencies into a partnership, to consider how the need of more liberally financing the existing schools by changes in the Grant-in-aid Code may be effectively pressed on the Government, and to suggest means of providing a more equitable distribution of grants between the various private agencies. He pleaded for a change in our educational system so as to enable our universities and schools to fulfil national requirements. He strongly condemned the use of a foreign language as the medium of instruction in our schools. For, as he said, "the best instrument of National Education is the teaching of the mother-tongue" and "if the language taught intensively and indirectly as well as directly throughout the course is the mother-tongue, intellect and invention will be nourished and our schools would surely produce grave and impassioned young men and women fit for all tasks of spiritual husbandry in our soil." He emphatically declared that the true note of National Education can be struck by the teachers. "If the great body of teachers set themselves to change the spirit and the form of teaching by themselves continually improving the quality of training they impart and by their work in conferences and in academic bodies, reform will not be delayed till the assumption of full political power by the people." But to do so the teacher must be assured of a 'worldly position' both dignified and safe in the midst of those who are happy and prosperous in other walks of life and "as we have no Government based on the popular will to carry out great and beneficient changes in the lot of the teacher, we have to rely upon the unweaponed but potent opinion of the united teachers' association of the country."

Both the President and the Chairman of the Reception Committee referred to the defects which mar the progress of primary or elementary education in our province. Analysing the causes for wastage Mr. R. Foulkes, the Chairman of the Reception Committee admits that they are partly economical and social but feels difficult to avoid the conclusion "that wastage is widely caused by the teachers themselves." Poor or low qualifications of teachers and their consequent inefficiency contribute in some measure to the withdrawal of pupils from schools. Hence to avert wastage what is urgently needed is the employment of fully qualified teachers in our elementary schools, who will not only make the schools centres of attraction to pupils but the houses of learning from which knowledge can be diffused to the ignorant community around. While agreeing with the Chairman of the Reception Committee in his remarks that the inducement to employ the school master on duties which are not legitimately his, however strong it may be, should be resisted, we have to repudiate strongly his restricting the

schoolmaster's job to teaching schoolboys. For, if elementary education should be universal, it cannot be done by entirely depending upon the Government. It is the duty of the people to organise local opinion and to form an unofficial service and the teachers in the village are most fitted to take up this task of village reconstruction. The present-day village schoolmaster should aim to be what his predecessor was for ages, the Friend, Philosopher and Guide of the villagers.

A glance at the resolutions passed at the Conference will reveal that the Conference has given up the attitude of requesting Government to do this or that but has itself appointed Committees to study the problems of technical education and aids to schools. We are however, sorry to note that the Conference has not courageously tackled the S.S.L.C. problem. Year after year resolutions were passed condemning the recently revised S.S.L.C. scheme and its overloaded syllabuses. The abolition of the "C" group and the lightening of the syllabuses in Elementary Science and Histories of India and England and Geography have been the subjects of keen discussion in meetings of the teachers' guilds and in representations to the department. Yet the resolution passed at the Conference reveals only the indecisiveness of teachers. It looks as if they like change and yet not want it The resolution of the Working Committee which was thrown out at the Subjects Committee aimed at investing the teachers with an amount of responsibility, and giving to individual schools scope for variety in the curriculum. At the same time it aimed at lightening the rigour of the course; for, it contemplated the conversion of the optional subject from an examination subject into a non-examination subject. It was the intention of the promoters of the S.S.L.C scheme in 1911 to gradually reduce the number of examination subjects and to increase the number of non-examination subjects, thus investing teachers with a great amount of responsibility and authority. Such a course will free secondary education of the exacting requirements of matriculation and give it a freedom which will help it to adjust itself to the needs of the community. We refer our readers to thoughtful suggestions of Mr. K. S. Vakil in his interesting article on "Examinations" which appears elsewhere in this issue. It appears that the delegates were unfortunately obsessed with the fear that the temptation to be dishonest would be too strong to be resisted and therefore they did not accept the proposals of the Working Committee but were in favour of the retention of the present scheme at least for the time-being. So deep was their conservatism and distrust in themselves that an amendment for the abolition of the S.S.L.C. examination could not find even one supporter. It is however something that the Conference desired a change in the method of examination.

A noteworthy feature of this year's conference is the holding of sectional conferences. A Physical Education Conference presided over by Mr. H. C. Buck concentrated itself on the problems of physical education. The pundits present also assembled in a conference presided by Mr. S. K. Devasikhamani. The Madras Geographical Association held its third conference during the same week when an interesting study of the different aspects of the Geography of Madura and Ramnad was made.

It has often been a charge against the S.I. T.U. that it concerns itself mainly with secondary education and has been neglecting elementary education in particular. That charge can no longer be repeated, a refresher course for a large body of elementary school teachers was held under the auspices of the Conference.

The President of the S.I.T.U. and Mr. A. Sundaresa Aiyar, of the District Guild of Tinnevelly addressed the Elementary Teachers assembled and exhorted

them to come within the fold of the S.I.T.U. and pointed out the many advantages to both sides that would result therefrom. District Guilds will do well to enlarge their membership by enrolling all the elementary teachers as members. The S.I.T.U. should justify its name by being in fact as well as in name a *Union* of *all* Teachers of South India.

The Reception Committee is to be congratulated on the excellent arrangements they had made for the boarding and lodging of the delegates assembled. The quiet atmosphere of the American College with its spacious lawns, big buildings and fine hostels, far from the buss and hurry of the city, contributed not a little to the harmony of the proceedings.

THE FOLKSTONE CONFERENCE

This Conference of the National Union of Teachers, held during the Easter Week at Folkstone should be regarded as an eventful one. The proceedings of this Conference which are published in *The School-Master and Women-Teacher's Chronicle* may be read with great interest by teachers in South India. The National Union of teachers has on its rolls more than 100,000 members and the resources which it can command are very ample. In submitting the financial statement, the honorary treasurer stated that the total income from every source from January to December 31st 1931, was £168,285. While expressing his satisfaction with the increasing resources of the Union, the treasurer appealed to the members not to let the possession of money stop in the way of personal and individual effort for the welfare of the Union. He referred to the various calls made upon the purse of the Union for different charitable purposes and warned the general body to resist the temptation to spend the money. We should like to bring to the notice of teachers in South India the eloquent plea of the Treasurer for increasing the funds still further on account of the prestige and power that increased resources bring. It is no wonder that such a representative organisations backed up by funds accumulated through the self-sacrifice of teachers themselves should have been able to impress upon the public and the Government with the real nature of the grievances of teachers and to induce the Government to change its policy in regard to educational matters. Mr. Henshall, a tried worker of the Union, occupied the Presidential Chair and his address deals very effectively with the problems of teachers. The advantage of having as President a tried worker of the Union, who can speak with firsthand knowledge should be appreciated by the teachers in South India. The spirit running through the address should be obvious from the following passage: "The policy of drift leads to disaster. 'Muddling through' may be a means of escape, it can never be a way of salvation. If mankind is to control its destiny, there must be preparatory thought and determined effort."

Among the different subjects that came up before the Conference, the topic of the salaries of teachers and the recent cuts came up for a discussion. The Conference has recorded its protest "against the continuance of the heavy salary cut which teachers as a specially selected class have been called upon to bear in addition to the burden of increased taxation which they are sharing in common with the rest of the community." The question of economies in education was also seriously discussed and the saving of such a large sum as £12 million in the school-building projects by a hundred local educational authorities was rightly criticised as compelling teachers to work in ill-adapted and in unhygienic surroundings. A very important matter in which the general body happened to differ from the executive and to reject the recommendation of the executive, relates to Parliamentary representation. The executive recommended that the

present practice of having two sets of Parliamentary candidates, the *adopted* candidates and the *supported* candidates should be continued. The feeling of the members was that it was not necessary to spend a large amount from the Union funds to keep the adopted candidates on duty in Parliament and it would be more useful to support such candidates intending to enter Parliament as are keen on studying the problems of the Union and watching the interest of the teachers in the Parliament. Among other resolutions adopted at the Conference we should mention the resolutions relating to retarded children and the breakdown of young teachers The former resolution "regards the problem of retarded children as of utmost importance in the re-organisation of educational system and declares that a scheme making special and generous provision of staffing and equipment for their education should form a part of any re-organisation scheme." While discussing the resolution on the breakdown of young teachers, it was mentioned by the Vice-Chairman of the Parliamentary Committee that 12 months ago initial steps were taken in regard to an inquiry concerning the question of breakdown generally. A sub-committee was set up and forms were issued to local Secretary. It was stated that very few replies were received though it was known that there were over 1000 breakdown among teachers in a period of two years Our experience in getting information regarding any professional matter is still more disappointing in this Presidency and we should therefore commend to the notice of our teachers in this Presidency the eloquent appeal of the Vice-Chairman, "Give the information to the Executive, allow us the opportunity of examining what influences are at work in this direction and we promise you the fullest possible inquiry and the strongest possible action in endeavouring to overcome those causes."

That the Conference was a great success and that much of this credit should go to the President will be clear from the sentiments expressed at the end of the Conference by the Secretary. In the words of the General Secretary, "The presidency of the Union was the result of a very long period of training and preparation and crowning success was the product of experience". The place which the National Union of teachers occupies in the body politic in England is clear from the striking references to the Folkstone Conference in the columns of the press. While some papers question the wisdom of the resolution relating to salary, others appreciate the delicate and difficult situation in which teachers are placed. For instance, *The Star* feels that "the salary cut was definitely retrograde. It was aimed at the very stuff of which the nation was made. It was sacrificing the human balance of the future to the trade balance of the present." Lord Gorell is reported to have stated that without them (teachers) democracy is not so much absurd as dangerous.

SALARIES !

Teachers are often blamed for taking up a good part of the time of their conferences by discussions on questions relating to their pay and prospects. The proceedings of the Madura Conference, published elsewhere, show how baseless such a charge is. Even if some time is taken up for such a discussion that teachers have very strong reasons to do so can be gathered from the following advertisement extracted from *The Hindu* of the 13th instant. It is from a premier school in the city of Madras.

> WANTED for .. .. . from 1st July 1932, a trained Intermediate on a salary of **Rs. 35** per mensem and a trained S. S. L. C. Tamil or Telugu, on a salary of **Rs. 25** per mensem.
>
> Candidates should be prepared to interview the Secretary if necessary **at their own cost.**

The advertisement speaks for itself. Comment is needless.